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ABSTRACT

The Driving While Intoxicated (DWI) Law Enforcement Training Program has been developed to provide the alcohol enforcement officer trainee with working knowledge and skills which will enable him to effectively carry out his alcohol enforcement tasks. The instructor's manual has been prepared to serve as a text to assist the instructor in successfully teaching the DWI course. It contains the subject matter content for the course in syllabus form and includes references, equipment needed, materials for lessons, use of various media, and evaluation aids, and is cross indexes with the student manual. Content is presented in 16 subject areas (orientation, alcohol and highway safety, preparing for alcohol enforcement task, detection of drinking driver--pre-apprehension, detection of drinking driver--apprehension, pre-arrest investigation--field contact, pre-arrest investigation--accident, handling the drinking driver suspect; psychophysical testing (classroom), psychophysical testing (laboratory), chemical testing, experience in degenerative effects of alcohol, legal authority in alcohol enforcement, case presentation, testimony, course review, and student and course evaluation). Each subject area comprises three parts: (1) a cover page, (2) a lesson plan for each unit subject, stating the unit objective; terminal objectives; references, materials; equipment; assignments; study questions; and specific learning activities. (Author/BP)

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Law Enforcement Training
INSTRUCTOR'S MANUAL

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DWI LAW ENFORCEMENT TRAINING PROJECT

INSTRUCTOR'S MANUAL

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National Highway Traffic Safety Administration

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With

Michigan State University

Highway Traffic Safety Center

East Lansing, Michigan

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FOREWORD

For many years there has been a growing concern about the level of alcohol enforcement activities and recognition of the need for DWI Law Enforcement Training. Although some training units have been incorporated in a few police academies, primarily in chemical testing and arrest procedure, little had been done to develop courses of instruction for law enforcement officers in dealing with alcohol related offenses per se.

In order to provide this needed curriculum, the Michigan Office of Highway Safety Planning awarded a contract to the Highway Traffic Safety Center in 1972 to develop and test an alcohol enforcement training program for law enforcement officers. The Highway Traffic Safety Center was then awarded a contract by the National Highway Traffic Safety Administration in July, 197 to convert the Michigan Police Alcohol Training Course material into an instructional package that could be used in states othe than Michigan. Three field trials were conducted to test the revised training package and one to assess potential problems i the use of the package.

The DWI Law Enforcement Training program consists of the following basic materials: (1) Instructor's Manual, which contains lesson plans, learning activities, course content and teaching strategies; (2) Student Manual, which is intended to serve as a workbook to assist the trainee in successfully completing the course; (3) Course Guide, which gives an overview of the instru tional program; (4) Packet of Instructional Aids, which contain films, video tapes and transparencies; (5) Packet of Evaluation Instruments, which contains forms used in student and course evaluation; and (6) Final Report, which describes the project.

The DWI Law Enforcement Training program, when implemented nationally, should improve the alcohol enforcement activities of law enforcement officers.

ACKNOWLEDGEMENTS

The documents and packets for the DWI Law Enforcement Training Course were prepared by the staff of the Highway Traffic Safety Center at Michigan State University for the National Highway Traffic Safety Administration.

Fourteen months (July 1973 - August 1974) were allotted to complete the project which required a tremendous level of effort involving several members of the HTSC staff and other resource personnel. Each of the individuals listed in the following project participants roster made a contribution to some phase of the project.

Preparation of course materials involved the services of many agencies. Filming the many detection clues was materially assisted by assigned personnel of the East Lansing Police Department; Ingham County Sheriff's Department; Michigan Department of State Police; and the Michigan State University Department of Public Safety.

Preparation of additional instructional aids (video tapes) concerning the case presentation portion of the curriculum involved the personnel and facilities of the Michigan Attorney General's Office; Lansing Police Department; and the Lansing District Court.

Assistance was rendered by the Department of Psychiatry, College of Human Medicine, Michigan State University, concerning medical problems likely to be encountered while performing alcohol enforcement duties. The Marathon County (Wisconsin) Sheriff's Department furnished assistance on this topic as well as did the Marathon-Cheboygan Counties Alcohol Safety Action Project.

The Governor's Representatives for Highway Traffic Safety and their staffs in Texas, Washington, and Alaska provided funds to cover travel and subsistence costs for conducting field trials of training course. The Commissions for Law Enforcement Education and Training in Texas and Washington, the Central Texas ASAP, and the Alaska State Troops served as hosts for the field trials.

The project staff is indebted to the above agencies for the assistance provided in the development and testing of this curriculum. Agency personnel are to be commended as well for the interest demonstrated in bringing this research effort to a successful conclusion.

The Instructor's Manual and the Student Manual for the course were prepared by Carnahan, Holmes, Keyes, Stemler and Dreveskracht with the assistance of other project staff members. The Course Guide and the Final Report were written by the Principal Investigator, Carnahan.

The Instructional Aids Packet for the course was prepared by Apps, Shinn and Nelson of the HTSC staff with the assistance of several staff members. In addition to the development of instructional materials, Shinn and Apps edited and produced the several documents and packets of the project.

The Evaluation Aids Packet for the course was prepared by Carnahan, Price and Dreveskracht with the assistance of other project staff members.

DWI LAW ENFORCEMENT TRAINING

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Part I

NATURE OF INSTRUCTIONAL PROGRAM

NATURE OF INSTRUCTIONAL PROGRAM

Introduction

DWI law enforcement tasks may be performed by alcohol enforcement specialists, traffic law enforcement officers, or the general patrol officer. Although specific roles and responsibilities vary among jurisdictions, the fundamental aspect of the alcohol enforcement function, common to all enforcement efforts, is the detection and apprehension of the drinking driver. In addition, the alcohol enforcement officer must perform as a credible witness in court when he testifies on his observations relating to drinking and driving offenses.

Detection and apprehension of drinking drivers, along with the subsequent processing of this particular type of violator, requires a different dimension of knowledge and skills than those needed for other enforcement tasks and activities. Personal success in alcohol enforcement endeavors requires additional knowledge and skill development to perform the difficult detection task of identifying subtle clues that depict behaviors of drivers with low blood alcohol levels. A high level of performance in the alcohol enforcement task requires a good understanding of the drinking driver problem, the use of complex detection skills and abilities, and a commitment to the goal of removing the drinking drivers from the highways.

There is a relationship between knowledge (concepts, principles, laws, facts) and skills required in alcohol enforcement. The skills pertain to "how to" perform the task and knowledge about the drinking driver problem pertains to "why" enforcement activity is needed. The understanding of both the "why" and "how to" of the alcohol enforcement task are necessary to successfully perform the alcohol enforcement function.

The nature and extent of the detection and apprehension activities, the psychophysical testing procedures, the drinking driver processing policies and the procedures and the applications of statutes and court procedures in police alcohol enforcement vary among jurisdictions. As a result, there was no text material available that would meet all the requirements for the DWI Law Enforcement Training Course. Therefore, a Student Manual was prepared for the student-officer and this Instructor's Manual to provide the Instructor with a detailed text for use in teaching the course.

Training Program Design

Course Objectives

The DWI Law Enforcement Training program has been developed to provide the alcohol enforcement officer trainee with working knowledge and skills which will enable him to effectively carry out his alcohol enforcement tasks. Specifically, the training objectives of this course are as follows:

1. To develop the ability to detect and properly apprehend drivers who are DWI.
2. To develop an understanding of:
    - a. Relationship of drinking and driving to accidents.
    - b. Effects of alcohol on driving behavior.
    - c. Laws relating to drinking driver offenses.
3. To develop an appreciation of the need for sufficient enforcement action against the drinking driver.
4. To develop skills in eliminating hazards created by drinking drivers, thus serving to accomplish the fundamental alcohol countermeasure goal.
5. To provide an understanding of the procedures for processing the suspect, gathering and recording evidence, and maintaining the chain of evidence.
6. To develop basic skills for testifying in court regarding observations of suspect during detection, apprehension, arrest and field test activities.

Course Design

The primary objective of the course is the development of practical skills related to the alcohol enforcement officer's tasks. Therefore, more than one-half of the instructor-student contact hours are spent in student-oriented practice and laboratory sessions devoted to detection, apprehension and testifying in court. One-third of the course pertains to detection of drinking driver clues.

Subject matter on the technical, statistical and legal matters related to control of the drinking driver is scheduled in the course to assure understanding not only of the basic principles, empirical evidence (facts), laws and regulations, but also of the important role of the officer's enforcement activities in the total alcohol countermeasures program. Course content on these cognitive subjects (background and supportive information) is necessary for two reasons. First, in order to develop and maintain student interest, motivation and self-confidence, it would not be sufficient to simply improve the officers' skills without also giving them an understanding of why they are using these skills. Secondly, the officer must have a fundamental understanding of the cognitive subject matter of the course to be the most competent witness when he has to present the state's case in court.

The training program was developed by identifying and analyzing the tasks actually performed in the field by alcohol enforcement officers. In order to assure the transfer of learning activities to actual alcohol enforcement practices and needs, the program is designed around concepts and methods most likely to facilitate the transfer of learning. Emphasis has been placed on student involvement with extensive use of demonstrations, practice sessions, problem solving, student self-testing and laboratory activities. Each lesson on skill content allows practice of the specific skills under circumstances related to actual working conditions. Specifically, the program is designed to:

1. Place emphasis on areas where students need help; e.g., detection and apprehension of alcohol offenders.

2. Sequence lessons according to practitioner's needs to keep the learning experience as parallel to the actual work experience as possible.

3. Reduce formal lectures and non-interactive methods by replacing with demonstrations, practice sessions and student-involved activities.

4. Establish and maintain interaction in the learning environment, both between student and instructors and between student and materials.

5. Provide opportunities for practical skill application based on actual job requirements utilizing simulated working conditions.

6. Relate classroom and laboratory activities in most effective manner to provide the maximum educational experience.

7. Test and evaluate the stated training and behavioral objectives to assure attainment of proficiency levels established for program.

8. Permit effective instruction and realistic assessment of student achievement.

9. Provide instructional personnel with continuous feedback that will permit course evaluation for program revision.

Course Structure

The diagram (Chart I-1) on the next page sets forth the course structure and the scope of the material covered. Each of the sixteen subjects in the course is identified in a cell at the top of the chart. These cells do not represent equal amounts of training emphasis or subject matter importance, but serve to provide a method of classifying the content of the course and to indicate methods of sequencing for the purpose of program presentation.

Chart I-1

Program Subject Categories and Their Corresponding Lessons

- 1 ORIENTATION
  - 1.1 Overview of Course
  - 1.2 Administration of Pre-Test Exam
  - 1.3 Nature and Types of Forms Used In Alcohol Enforcement
- 2 ALCOHOL AND HIGHWAY SAFETY
  - 2.1 Effects of Alcohol on Human Body
  - 2.2 Nature and Scope of Drinking Driver Problem
- 3 PREPARING FOR ALCOHOL ENFORCEMENT TASK
  - 3.1 Drinking and Driving Incidents, Characteristics and Patterns
  - 3.2 Selecting the Patrol Area
- 4 DETECTION OF DRINKING DRIVER--PRE-APPREHENSION
  - 4.1 Nature and Description of Detection Task
  - 4.2 Types of Identification Detection Clues That Indicate DWI
  - 4.3 Determination of Enforcement Action From Detection Clues
  - 4.4 Relating Identification Detection Clues to Environment

---

- 5 DETECTION OF DRINKING DRIVER--APPREHENSION
  - 5.1 Detection of Drinking Driver Clues While Apprehending Vehicle
- 6 PRE-ARREST INVESTIGATION--FIELD CONTACT
  - 6.1 Detecting Drinking Driver Clues During Field Contact Pre-Arrest Investigation
  - 6.2 Determining Enforcement Action From Accumulated Detection Clues
- 7 PRE-ARREST INVESTIGATION--ACCIDENTS
  - 7.1 Detection of Drinking Driver Clues During Accident Pre-Arrest Investigation
  - 7.2 Relationship of the Four Detection Phases
- 8 HANDLING THE DRINKING DRIVER SUSPECT
  - 8.1 Citation or Release of the Non-DWI Driver
  - 8.2 Providing Care for Persons Needing Medical Attention
  - 8.3 Arrest of Drinking Driver Suspect
  - 8.4 Recording and Documenting Evidence
  - 8.5 Conducting Records Check

Chart I-1 (cont.)

Program Subject Categories and Their Corresponding Lessons

- 9 PSYCHOPHYSICAL TESTING (CLASSROOM)
  - 9.1 Use of Psychophysical Evaluations to Determine Extent of Alcohol Impairment
  - 9.2 Recording Psychophysical Test Information On AIR Form
- 10 PSYCHOPHYSICAL TESTING (LABORATORY)
  - 10.1 Determination of Alcohol Influence by Assessment of Drinking Subject's Appearance and Speech
  - 10.2 Determination of Alcohol Influence on Mental State
  - 10.3 Use of Coordination Tests to Determine Extent of Alcohol Impairment
  - 10.4 Making Enforcement Decisions Based On Psychophysical Tests
- 11 CHEMICAL TESTING
  - 11.1 Chemical Testing in DWI Enforcement
  - 11.2 Request for and Refusal of Chemical Tests
- 12 EXPERIENCE IN DEGENERATIVE EFFECTS OF ALCOHOL
  - 12.1 Student Participation in Drinking Session

- 13 LEGAL AUTHORITY IN ALCOHOL ENFORCEMENT
  - 13.1 Laws Pertaining to Drinking and Driving Offenses
  - 13.2 Implied Consent Laws
- 14 CASE PRESENTATION -- TESTIMONY
  - 14.1 Presentation of Testimony in Court
- 15 COURSE REVIEW
  - 15.1 Course Review
- 16 COURSE AND STUDENT EVALUATION
  - 16.1 Student Evaluation
  - 16.2 Course Evaluation

The units and unit numbers appear in cells on Chart I-1, below the subjects to which they pertain. The 36 units contain 164 topics, 64 of which are content topics and 100 are overview, review and summary topics. Lesson plans have been developed for each unit. Therefore, for the purpose of this course, a unit and a lesson are synonomous.

There are four levels of objectives in the course structure; a subject objective for each subject, a unit objective for each unit or lesson, terminal behavioral objectives for each of the 64 content topics and learning objectives for each of the 64 content topics.

Course Numbering System

The subject matter of the DWI Law Enforcement Training Course is in outline format in this Instructor's Manual and in narrative format in the Student Manual. The major categories are called subjects, each subject is divided into units or lessons, and each lesson is further subdivided into topics.

For referencing and cross-indexing purposes, a numbering system is used which parallels the division of the material. The subjects are consecutively numbered commencing with number 1. The units or lessons within each subject are denoted by a two-part lesson number; e.g., 3.2 The first part of each lesson number; e.g., the 3, represents the subject number. The second number; e.g., the 2, represents the specific lessons within the subject. The lesson topics within each unit or lesson are denoted by a three-part lesson topic number; e.g., 3.2.1. The first two parts of each lesson topic number represents the lesson number; e.g., 3.2. The third part of the number represents the specific lesson topic within the lesson. Thus, the lesson topic number 3.2.1 refers to the subject matter of subject 3, lesson 2, topic 1.

The format utilized for the course numbering system is set forth on the following pages under course content.

Course Content

The DWI Law Enforcement Training Course consists of 36 lessons that encompass 164 topics including orientation, review and evaluation sessions. The lessons require varying amounts of time for completion. The subjects/units/topics and the time allotment for the various lessons of the course are as follows:

1. ORIENTATION

		Lesson Time (minutes)
1.1	Overview of Course	30
1.1.1	Course objectives.	
1.1.2	Plans and procedures for conducting course.	
1.1.3	Evaluation methods for course.	
1.2	Administration of Pre-Test Examination	60
1.2.1	Administration of pre-test examination.	
1.3	Nature and Types of Forms Used in Alcohol Enforcement	15
1.3.1	Nature and number of report forms used in alcohol enforcement.	
1.3.2	Design and style of required reports.	

Lesson Time
(minutes)

2. ALCOHOL AND HIGHWAY SAFETY

2.1 Effects of Alcohol on the Human Body 45

- 2.1.1 Overview of unit.
- 2.1.2 Physiological processes of alcohol absorption, metabolism and elimination.
- 2.1.3 Individual tolerance in use of alcohol.
- 2.1.4 Effects of alcohol on brain and body functions.
- 2.1.5 Summary of unit.

2.2 Nature and Scope of Drinking Driver Problem . . . 30

- 2.2.1 Overview of unit.
- 2.2.2 Classification of drinking drivers.
- 2.2.3 Accidents related to drinking and driving.
- 2.2.4 Summary of unit.

3. PREPARING FOR ALCOHOL ENFORCEMENT TASK

3.1 Drinking and Driving Incidents, Characteristics and Patterns 70

- 3.1.1 Review of previous lesson.
- 3.1.2 Overview of unit.
- 3.1.3 Nature of drinking and driving incidents (offenses) in total driving population.
- 3.1.4 Characteristics of driving patterns of impaired drivers.
- 3.1.5 Probabilities of drivers on road who have been drinking.
- 3.1.6 Use of alcohol enforcement as a deterrence (prevention).
- 3.1.7 Summary of unit.

3.2 Selecting the Patrol Area 20

- 3.2.1 Review of previous unit.
- 3.2.2 Overview of unit.
- 3.2.3 Location of DWI problem areas.
- 3.2.4 Time frames for drinking driver offenses.
- 3.2.5 Identification of alcohol related accident sites.
- 3.2.6 Summary of unit.

Lesson Time
(minutes)

4. DETECTION OF DRINKING DRIVER -- PRE-APPREHENSION

4.1 Nature and Description of Detection Task 90

- 4.1.1 Review of previous lesson.
- 4.1.2 Overview of unit.
- 4.1.3 Probability of drinking drivers being stopped based on typical enforcement methods.
- 4.1.4 Types of detection methods.
- 4.1.5 Definition and description of detection task.
- 4.1.6 Summary of unit.

4.2 Types of Identification Detection Clues That Indicate DWI. 150

- 4.2.1 Review of previous unit.
- 4.2.2 Overview of unit.
- 4.2.3 Types of Phase I identification detection clues indicating DWI.
- 4.2.4 Summary of unit.

4.3 Determination of Enforcement Action From Detection Clues 50

- 4.3.1 Review of previous unit.
- 4.3.2 Overview of unit.
- 4.3.3 Departmental policies regarding alcohol enforcement.
- 4.3.4 Use of discretion in alcohol enforcement.
- 4.3.5 Making of enforcement decisions.
- 4.3.6 Summary of unit.

4.4 Relating Identification Detection Clues to Environment 100

- 4.4.1 Review of unit 4.2.
- 4.4.2 Overview of unit.
- 4.4.3 Relationship of identification detection clues to environment and other factors.
- 4.4.4 Summary of unit.

Lesson Time
(minutes)

5. DETECTION OF DRINKING DRIVER -- APPREHENSION

5.1 Detection of Drinking Driver Clues While Apprehending Vehicle 60

- 5.1.1 Review of previous subject.
- 5.1.2 Overview of unit.
- 5.1.3 Types of reinforcement detection clues observed during apprehension indicating drinking drivers.
- 5.1.4 Assessment of accumulated evidence obtained from identification and reinforcement detection clues.
- 5.1.5 Summary of unit.

6. PRE-ARREST INVESTIGATION -- FIELD CONTACT

6.1 Detection of Drinking Driver Clues During Field Contact Pre-Arrest Investigation 45

- 6.1.1 Review of previous subject.
- 6.1.2 Overview of unit.
- 6.1.3 Psychophysical and other indicators of alcoholic influence detected during field investigation.
- 6.1.4 Summary of unit.

6.2 Determining Enforcement Action From Accumulated Detection Clues 120

- 6.2.1 Review of previous units on detection.
- 6.2.2 Overview of unit.
- 6.2.3 Making enforcement decisions.
- 6.2.4 Summary of unit.

7. PRE-ARREST INVESTIGATION -- ACCIDENTS

7.1 Detection of Drinking Driver Clues During Accident Pre-Arrest Investigation 40

- 7.1.1 Review of previous units on detection.
- 7.1.2 Overview of unit.
- 7.1.3 Types of pre-arrest investigation clues that indicate possible DWI detected during accident investigation.
- 7.1.4 Summary of unit.

Lesson Time
(minutes)

7.2 Relationship of Four Detection Phases 20

- 7.2.1 Review of previous units on decision making.
- 7.2.2 Overview of unit.
- 7.2.3 Interrelation of the four detection phases.
- 7.2.4 Summary of unit.

8. HANDLING OF THE DRINKING DRIVER SUSPECT

8.1 Citation or Release of the Non-DWI Driver 20

- 8.1.1 Review of previous subject -- #6.
- 8.1.2 Overview of unit.
- 8.1.3 Citation or release of the non-DWI driver.
- 8.1.4 Summary of unit.

8.2 Providing Care for Persons Needing Medical Attention 80

- 8.2.1 Review of previous subject.
- 8.2.2 Overview of unit.
- 8.2.3 Symptoms of dangerous medical problems of the intoxicated.
- 8.2.4 Pathological conditions that have symptoms in common with those of alcohol influence.
- 8.2.5 Types of emergency aid in alcohol enforcement.
- 8.2.6 Procedures for handling persons with medical problems.
- 8.2.7 Community medical resources.
- 8.2.8 Summary of unit.

8.3 Arrest of the Drinking Driver 25

- 8.3.1 Review of previous subject -- #6.
- 8.3.2 Overview of unit.
- 8.3.3 Advising subject of his Miranda rights.
- 8.3.4 Transportation of the arrested subject.
- 8.3.5 Summary of unit.

Lesson Time
(minutes)

8.4 Recording and Documentation of Evidence 15

- 8.4.1 Review of previous unit.
- 8.4.2 Overview of unit.
- 8.4.3 Purpose and importance of recording and documenting evidence.
- 8.4.4 Summary of unit.

8.5 Conducting Records Check 25

- 8.5.1 Review of previous unit.
- 8.5.2 Overview of unit.
- 8.5.3 Checking driving record with driver licensing authority of state.
- 8.5.4 Checking criminal record with central crime records of state.
- 8.5.5 Summary of unit.

9. PSYCHOPHYSICAL TESTING (CLASSROOM)

9.1 Use of Psychophysical Evaluation to Determine Extent of Alcohol Impairment 190

- 9.1.1 Review of previous subject.
- 9.1.2 Overview of unit.
- 9.1.3 Nature and purpose of psychophysical testing.
- 9.1.4 Administration of psychophysical tests.
- 9.1.5 Summary of unit.

9.2 Recording of Psychophysical Test Information on AIR Form 35

- 9.2.1 Review of previous unit.
- 9.2.2 Overview of unit.
- 9.2.3 Nature and use of AIR form.
- 9.2.4 Summary of unit.

10. PSYCHOPHYSICAL TESTING (LABORATORY)

10.1 Determination of Alcohol Influence by Assessment of Drinking Subject's Appearance and Speech . . . 20

- 10.1.1 Review of previous subject.
- 10.1.2 Overview of unit.
- 10.1.3 Practice in assessment of impairment by subject's appearance.
- 10.1.4 Practice in assessment of impairment by subject's response to questions.
- 10.1.5 Summary of unit.

Lesson Time
(minutes)

10.2 Determination of Alcohol Influence on Mental State 15

- 10.2.1 Review of previous unit.
- 10.2.2 Overview of unit.
- 10.2.3 Practice in assessment of impairment by subject's mental state.
- 10.2.4 Summary of unit.

10.3 Use of Coordination Tests to Determine Extent of Alcohol Impairment 100

- 10.3.1 Review of previous unit.
- 10.3.2 Overview of unit.
- 10.3.3 Practice in assessment of impairment by subject's ability to follow instructions.
- 10.3.4 Practice in assessment of impairment by subject's reactions to coordination tests (balance, walking, turning, finger-to-nose, picking up designated coins).
- 10.3.5 Summary of unit.

10.4 Making of Enforcement Decisions Based on Psychophysical Tests 90

- 10.4.1 Review of previous unit.
- 10.4.2 Overview of unit.
- 10.4.3 Practice in making enforcement decisions from Phase I, II and III detection clues and psychophysical test results.
- 10.4.4 Summary of unit.

11. CHEMICAL TESTING

11.1 Chemical Testing in DWI Enforcement 30

- 11.1.1 Review of previous subject.
- 11.1.2 Overview of unit.
- 11.1.3 Nature and purpose of chemical testing.
- 11.1.4 Selection of appropriate chemical test.
- 11.1.5 Administration of chemical test.
- 11.1.6 Summary of unit.

Lesson Time
(minutes)

11.2 Request for and Refusal of Chemical Tests 30

- 11.2.1 Review of previous unit.
- 11.2.2 Overview of unit.
- 11.2.3 Advice as to chemical test rights.
- 11.2.4 Completing "refusal to submit" form.
- 11.2.5 Legal responsibilities relating to chemical testing.
- 11.2.6 Summary of unit.

12. EXPERIENCE IN DEGENERATIVE EFFECTS OF ALCOHOL

12.1 Student Participation in Drinking Session 360

- 12.1.1 Overview of unit.
- 12.1.2 Method for controlled drinking exercise.
- 12.1.3 Summary of unit.

13. LEGAL AUTHORITY IN ALCOHOL ENFORCEMENT STUDENT REVIEW

13.1 Laws Pertaining to Drinking and Driving Offenses 90

- 13.1.1 Overview of unit.
- 13.1.2 Statutes pertaining to drinking and driving offenses.
- 13.1.3 Elements of DWI offenses.
- 13.1.4 Case law pertaining to drinking and driving offenses.
- 13.1.5 Summary of unit.

13.2 Implied Consent Laws 90

- 13.2.1 Overview of unit.
- 13.2.2 Nature and purpose of implied consent legislation.
- 13.2.3 Implied consent statutes.
- 13.2.4 Case law pertaining to implied consent.
- 13.2.5 Summary of unit.

14. CASE PRESENTATION -- TESTIMONY

	Lesson Time (minutes)
14.1 Presentation of Testimony in Court	165
14.1.1 Overview of unit.	
14.1.2 Presentation of testimonial evidence at trial.	
14.1.3 Defense tactics in drinking and driving cases.	
14.1.4 Summary of unit.	

15. COURSE REVIEW

	Lesson Time (minutes)
15.1 Course Review	60
15.1.1 Overview of unit.	
15.1.2 Review of course.	
15.1.3 Summary of unit.	

16. STUDENT AND COURSE EVALUATION

	Lesson Time (minutes)
16.1 Student Evaluation	120
16.1.1 Overview of unit.	
16.1.2 Student evaluation.	
16.1.3 Summary of unit and course.	
16.2 Course Evaluation	45
16.2.1 Overview of unit.	
16.2.2 Course evaluation.	
16.2.3 Summary of unit.	

Course Schedule

The schedule for the DWI Law Enforcement Training Course appears on the next page. This schedule shows the sequencing of the materials and the time allotments for the sixteen subjects. Sufficient break time is given at appropriate intervals to reduce student fatigue and enhance student motivation and interest.

The course schedule enables both the student and the instructional staff to anticipate course activities and to plan their preparation and study time more effectively.

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DWI LAW ENFORCEMENT TRAINING – CLASS SCHEDULE

A.M.	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 9:00	REGISTRATION	Subject 4 DETECTION PRE-APPREHENSION (Phase I)	Subjects 6 & 7 PRE-ARREST INVESTIGATION (Phase III & IV)	Subject 10 PSYCHOPHYSICAL EVALUATION (Lab.)	Subject 13 LEGAL AUTHORITY
9:00 10:00	Subject 1 ORIENTATION				Subject 14
	Break	Break	Break	Break	Break
10:00 11:00	↓	↓	↓	↓	CASE PRESENTATION TESTIMONY
11:00 12:00	Subject 13 LEGAL AUTHORITY				
P.M.	L	U	N	C	H
1:00 2:00	↓	↓	Subject 9 PSYCHOPHYSICAL EVALUATION (Classroom)	Subject 11 CHEMICAL TESTING	Subject 15 COURSE REVIEW
2:00 3:00	Subject 2 ALCOHOL & HIGHWAY SAFETY			Subject 8 HANDLING SUSPECT	Subject 16 STUDENT & COURSE EVALUATION
	Break	Break	Break	Break	Break
3:00 4:00	↓	↓	↓	↓	↓
4:00 5:00	Subject 3 ENFORCEMENT TASK	Subject 5 DETECTION APPREHENSION (Phase II)			
7:00 10:00			Subject 12 CONTROLLED DRINKING EXERCISE	Subject 12 CONTROLLED DRINKING EXERCISE	

Purpose and Design of Instructor's Manual

Purpose of Instructor's Manual

This Instructor's Manual has been prepared to serve as a text to assist the instructor in successfully teaching the DWI Law Enforcement Training Course. It contains the subject matter content for the course in syllabus form and includes references, equipment needed, materials for lessons and use of various media and evaluation aids. It is organized in the same manner and cross indexed with the Student Manual. The other documents which complete the training package are:

1. Course Guide -- This document was prepared to serve as a guide for organizing and administering a training course for the alcohol enforcement officer. It should be used as the basic planning document to prepare for conducting the DWI Law Enforcement Training Course.

2. Student Manual -- This document was prepared to serve as a text for the student. The content is written in narrative form and organized in the same manner as the Instructor's Manual. It was developed to serve as the student's basic reference and study source for the course.

3. Instructional Aids Packet -- A packet of instructional aids to be used in the course was developed. The packet consists of 54 16 mm film situations, 11 VTR segments and 61 transparencies. Each of these are cross indexed with the Instructor's Manual to facilitate their appropriate use.

4. Evaluation Aids Packet -- A packet of evaluation aids to be used in the course was developed. This packet consists of an Instructional Media Log and scoring keys, numerous student response forms, pre- and post-test examinations and course evaluation forms.

Design of Instructor's Manual

The Instructor's Manual that was developed for the training course contains lesson plans for the various units of instruction and learning activities for each lesson. Subject matter content is presented in syllabus form and pertinent indexes are incorporated in the introductory materials and appendices.

Each subject in the Instructor's Manual has three parts:

1. A cover page that sets forth the title of the subject, time required to cover subject matter, subject objective, units or lessons to be found in subject and any appended material for the subject.
2. A lesson plan for each unit of the subject (discussed in detail below).
3. The learning activities for each unit of the subject (discussed in detail below).

Lesson Plans. The 36 lesson plans were prepared to assist the instructor in preparing to teach the course. Each lesson plan is self-contained and includes the information needed to teach the lesson. The specific categories covered in each lesson plan are:

- Unit Objective -- The unit objective is identified here and simply states the purpose of the unit.
- Terminal Objectives -- These objectives identify the specific behaviors that the student-officers will be able to demonstrate after successful completion of the course. The number of terminal objectives listed here will vary from three to eight specific objectives.
- References -- Resources that will be useful to the instructor when teaching this unit or lesson are identified here. The complete name and source of

the reference is identified so that if the instructor desires, he may obtain the reference. These references are not included in the instructional package.

- Materials -- All materials that will aid in instruction of the lesson are listed here; e.g., 16 mm film situations, VTR segments, transparencies.
- Equipment -- Any equipment that the instructor will need to teach this lesson will be identified; e.g., overhead projector, 16 mm projector.
- Assignment -- The student assignments are identified so that instructor can make assignments in advance. The assignments refer to activities the student should complete prior to the indicated lesson.
- Study Questions -- The questions listed here will assist the student-officer in preparing for the lesson. These questions appear in the study plan of the Student Manual.

Learning Activities. Each of the 36 lessons in the course contain the learning activities to be utilized in the lesson. The specific categories covered in this part of the lesson are:

- Unit Objective -- Establishes the training objective for a specific lesson.
- Content Topics -- A listing of the topics to be covered in the lesson.
- Learning Activity for each topic -- Each topic listed under content topics above is handled consecutively. Each topic is introduced by a learning objective. The teaching strategy then follows and is designated by capital letters; e.g., A, B, C. Under each teaching strategy the subject matter content is presented in syllabus form. The content can be identified by Arabic numerals: e.g., 1, 2, 3 and small letters; e.g., a, b, c.

The learning activity sections provide information for the instructor in addition to that mentioned above. The time column designates the amount of time that is needed to cover each topic when utilizing the teaching strategies developed for the topic. The references and aids column sets forth the specific page numbers of reference materials cited in the lesson plan and the location where content is used. The various aids needed are noted in order and location of their use and are cross-indexed with the Instructional Aids Packet and the Evaluation Aids Packet.

Use of Lesson Plans and Learning Activities.

The format and components of the Instructor's Manual were discussed under "Course Structure". The lesson plans and learning activities sections for each lesson provide the directions and content necessary to meet the stated objectives. The subject matter content is outlined in the order that it should be used during classroom and laboratory sessions.

Most of the learning activity sections begin with "Review of previous subject/unit" and "Overview of unit". The review topic is placed in the lesson to assure a brief review of previously covered subject matter to enhance the learning transition from one lesson to the next. The overview topic reminds the instructor to briefly outline material he plans to cover in the next lesson.

Each content topic of each lesson is introduced by a learning objective which identifies student performance expectations for the topic. Each learning objective should be explained by the instructor to inform the student of the purpose of the topic. The learning objective can be used by the instructor to evaluate student achievement in terms of the objective's criteria.

The practice sessions placed in the various learning activity sections of the Instructor's Manual provides the students with opportunities to practice skills and techniques that are discussed and demonstrated in the lesson. These sessions also provide the instructor with an opportunity to evaluate the student's progress.

There is a "Summary of unit" topic at the end of each lesson to give the instructor an opportunity to briefly summarize the subject matter content of each lesson. The students at this time are afforded an opportunity to ask questions about content covered in the lesson.

Instructional Techniques.

The instructional techniques for the teaching strategies for the DWI Law Enforcement Training Course were selected to most appropriately fit the content of each topic and to assure the maximum student involvement. Student-oriented activities were used to provide optimum learning experiences.

Due to the nature of the DWI Law Enforcement Training Course, emphasis was placed on teaching strategies that meet the following criteria:

1. Obtaining as much instructor-student interaction as possible.
2. Encouraging peer group interaction and thus self-learning.
3. Demonstration of alcohol enforcement techniques and procedures (detection, apprehension, case preparation, court testimony).
4. Providing sufficient time for student practice under the guidance of an experienced instructor.

The various teaching strategies, which are applicable to DWI enforcement training and are incorporated into the various lessons of the training course, appear in Table I-1. This table relates the teaching strategies to the three general types of learning; i.e., cognitive, affective (attitudinal) and skills. The manner in which these strategies are located and would be used in the various topics of the course may be seen in Table I-2.

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TABLE I-1

RELATIONSHIP OF TEACHING STRATEGIES TO TYPES OF LEARNING

	Types of Learning		
Teaching Strategies	Knowledge Cognitive	Attitudes Affective	Skills Psycho-Motor
Clarification	x	x	
Decision-making	x		x
Discussion	x	x	
Demonstration	x		x
Inquiry		x	
Interpreting	x		
Practice Session	x		x
Problem solving	x	x	
Reading Assignment	x		
Role playing		x	x
Student Participation	x	x	x
Student Reaction		x	
Summarizing	x		
Small group discussion	x	x	
Observing and classifying	x		x
Testing	x		x
Review	x		x
Overview	x		x

TABLE I-2

LIST OF TEACHING STRATEGIES IN DWI ENFORCEMENT TRAINING COURSE

Topic No.	Topic Title	Teaching Strategy
1.1.1	Course objectives.	Discussion
1.1.2	Plans and procedures for conducting the course.	Clarification
1.1.3	Evaluation methods for course.	
1.2.1	Administering pre-test examination.	Testing
1.3.1	Nature and number of report forms used in alcohol enforcement.	Demonstration
1.3.2	Design and style of required reports.	Interpreting
2.1.1	Overview of unit.	Overview
2.1.2	Physiological processes of alcohol absorption, metabolism and elimination.	Reading assignment Group discussion Problem solving Testing Answering questions
2.1.3	Individual tolerance in use of alcohol.	
2.1.4	Effects of alcohol on brain and body functions.	
2.1.5	Summary of unit.	Answering questions Summarizing
2.2.1	Overview of unit.	Overview
2.2.2	Classification of drinking drivers.	Reading assignment Group discussion Problem solving Testing Answering questions
2.2.3	Accidents related to drinking and driving.	
2.2.4	Summary of unit.	Answering questions Summarizing
3.1.1	Review of previous lesson.	Review
3.1.2	Overview of unit.	Overview
3.1.3	Nature of drinking and driving incidents (offenses) in total driving population.	Reading assignment Group discussion Problem solving Testing Answering questions
3.1.4	Characteristics of driving patterns of impaired drivers.	
3.1.5	Probabilities of drivers on road who have been drinking.	
3.1.6	Use of alcohol enforcement as a deterrence (prevention).	
3.1.7	Summary of unit.	Answering questions Summarizing

LIST OF TEACHING STRATEGIES (continued)

Topic No.	Topic Title	Teaching Strategy
3.2.1	Review of previous unit.	Review
3.2.2	Overview of unit.	Overview
3.2.3	Location of DWI problem areas.	Reading assignment Group discussion Problem solving Testing Answering questions
3.2.4	Time frames for drinking driver offenses.	
3.2.5	Identification of alcohol related accident sites.	
3.2.6	Summary of unit.	Answering questions Summarizing
4.1.1	Review of previous lesson.	Review
4.1.2	Overview of unit.	Overview
4.1.3	Probability of drinking drivers being stopped based on typical enforcement methods.	Reading assignment Discussion Answering questions
4.1.4	Types of detection methods.	
4.1.5	Definition and description of detection task.	
4.1.6	Summary of unit.	Answering questions Summarizing
4.2.1	Review of previous unit.	Review
4.2.2	Overview of unit.	Overview
4.2.3	Types of Phase I identification detection clues indicating DWI.	Demonstration, practice, testing
4.2.4	Summary of unit.	Answering questions Summarizing
4.3.1	Review of previous unit.	Review
4.3.2	Overview of unit.	Overview
4.3.3	Departmental policies regarding alcohol enforcement.	Clarification, discussion
4.3.4	Use of discretion in alcohol enforcement.	Discussion
4.3.5	Making enforcement decisions.	Decision making, discussion
4.3.6	Summary of unit.	Answering questions Summarizing
5.1.1	Review of previous subject.	Review
5.1.2	Overview of unit.	Overview
5.1.3	Types of reinforcement detection clues observed during apprehension indicating drinking drivers.	Classifying, demonstration practice, testing
5.1.4	Assessing accumulated evidence obtained from identification and reinforcement detection clues.	Decision making, demonstration, practice, testing Problem solving
5.1.5	Summary of unit.	Answering questions Summarizing

LIST OF TEACHING STRATEGIES (continued)

Topic No.	Topic Title	Teaching Strategy
6.1.1	Review of previous subject.	Review
6.1.2	Overview of unit.	Overview
6.1.3	Psychophysical and other indicators of alcoholic influence detected during field investigation.	Classifying Demonstration, practice, testing
6.1.4	Summary of unit.	Answering questions
6.2.1	Review of previous units on detection.	Review
6.2.2	Overview of unit.	Overview
6.2.3	Making enforcement decisions.	Decision making, demonstration, practice, testing
6.2.4	Summary of unit.	Answering questions
7.1.1	Review of previous units on detection.	Review
7.1.2	Overview of unit.	Overview
7.1.3	Types of pre-arrest investigation clues that indicate possible DWI detected during accident investigation.	Classifying Discussion
7.1.4	Summary of unit.	Answering questions Summarizing
7.2.1	Review of previous units on decision making.	Review
7.2.2	Overview of unit.	Overview
7.2.3	Interrelation of the four detection phases.	Discussion
7.2.4	Summary of unit.	Answering questions Summarizing
8.1.1	Review of previous subject #6.	Review
8.1.2	Overview of unit.	Overview
8.1.3	Citation or release of non-DWI driver.	Decision making, discussion
8.1.4	Summary of unit.	Answering questions
8.2.1	Review of previous subject.	Review
8.2.2	Overview of unit.	Overview
8.2.3	Symptoms of dangerous medical problems of the intoxicated.	Problem solving Role playing Demonstration Discussion Testing
8.2.4	Pathological conditions that have symptoms in common with those of alcohol influence.	
8.2.5	Types of emergency aid in alcohol enforcement.	
8.2.6	Procedures for handling persons with medical problems.	
8.2.7	Community medical resources.	
8.2.8	Summary of unit.	Answering questions

LIST OF TEACHING STRATEGIES (continued)

Topic No.	Topic Title	Teaching Strategy
8.3.1	Review of previous subject #6.	Review
8.3.2	Overview of unit.	Overview
8.3.3	Advising subject of his Miranda rights.	Interpretation, discussion
8.3.4	Transportation of the arrested subject.	Discussion
8.3.5	Summary of unit.	Answering questions Summarizing
8.4.1	Review of previous unit.	Review
8.4.2	Overview of unit.	Overview
8.4.3	Purpose and importance of recording and documenting evidence.	Clarification, discussion
8.4.4	Summary of unit.	Answering questions Summarizing
8.5.1	Review of previous unit.	Review
8.5.2	Overview of unit.	Overview
8.5.3	Checking driving record with driver licensing authority of state.	Discussion
8.5.4	Checking criminal record with central crime records of state.	Discussion
8.5.5	Summary of unit.	Answering questions Summarizing
9.1.1	Review of previous subject.	Summarizing, review
9.1.2	Overview of unit.	Overview
9.1.3	Nature and purpose of psychophysical testing.	Clarification, discussion
9.1.4	Administration of psychophysical test.	Student participation Discussion, demonstration Decision making
9.1.5	Summary of unit.	Summarizing
9.2.1	Review of previous unit.	Review
9.2.2	Overview of unit.	Overview
9.2.3	Nature and use of AIR form.	Clarification, discussion
9.2.4	Summary of unit.	Summarizing
10.1.1	Review of previous subject.	Review
10.1.2	Overview of unit.	Overview
10.1.3	Practice in assessment of impairment by subject's appearance.	Interpreting Decision making
10.1.4	Practice in assessment of impairment by subject's responses to questions.	Interpreting Decision making
10.1.5	Summary of unit.	Summarizing

LIST OF TEACHING STRATEGIES (continued)

Topic No.	Topic Title	Teaching Strategy
10.2.1	Review of previous unit.	Review
10.2.2	Overview of unit.	Overview
10.2.3	Practice in assessment of impairment by subject's mental state.	Interpreting, decision making, discussion
10.2.4	Summary of unit.	Summarizing
10.3.1	Review of previous unit.	Review
10.3.2	Overview of unit.	Overview
10.3.3	Practice in assessment of impairment by subject's ability to follow instructions.	Interpreting Decision making Discussion
10.3.4	Practice in assessment of impairment by subject's reactions to coordination tests. (Balance, walking, turning, finger-to-nose.)	Interpreting Decision making Discussion Demonstration, practice, testing
10.3.5	Summary.	Summarizing
10.4.1	Review of previous unit.	Review
10.4.2	Overview of unit.	Overview
10.4.3	Practice in making enforcement decisions from Phase I, II and III detection clues and psychophysical test results.	Interpreting Decision making Discussion Demonstration, practice, testing
10.4.4	Summary of unit.	Summarizing Answering questions
11.1.1	Review of previous subject.	Review
11.1.2	Overview of unit.	Overview
11.1.3	Nature and purpose of chemical testing.	Clarification, discussion
11.1.4	Selection of appropriate chemical test.	Clarification, discussion
11.1.5	Administration of chemical test.	Clarification, discussion
11.1.6	Summary of unit.	Answering questions Summarizing
11.2.1	Review of previous unit.	Review
11.2.2	Overview of unit.	Overview
11.2.3	Advice as to chemical test rights.	Clarification, discussion
11.2.4	Completing "refusal to submit" form.	Clarification, discussion
11.2.5	Legal responsibilities relating to chemical testing.	Clarification, discussion
11.2.6	Summary of unit.	Answering questions Summarizing

LIST OF TEACHING STRATEGIES (continued)

Topic No.	Topic Title	Teaching Strategy
12.1.1	Overview of unit.	Overview
12.1.2	Method of controlled drinking exercise.	Student participation Demonstration, practice, testing Role playing Problem solving
12.1.3	Summary of unit.	Summarizing
13.1.1	Overview of unit.	Overview
13.1.2	Statutes pertaining to drinking and driving offenses.	Reading assignment Clarification, discussion
13.1.3	Elements of DWI offenses.	Testing
13.1.4	Case law pertaining to drinking and driving offenses.	Answering questions
13.1.5	Summary of unit.	Answering questions Summarizing
13.2.1	Overview of unit.	Overview
13.2.2	Nature and purpose of implied consent legislation.	Reading assignment Clarification, discussion
13.2.3	Implied consent statutes.	Testing
13.2.4	Case law pertaining to implied consent.	Answering questions
13.2.5	Summary of unit.	Answering questions Summarizing
14.1.1	Overview of unit.	Overview
14.1.2	Presentation of testimonial evidence at trial.	Demonstration, practice, testing
14.1.3	Defense tactics in drinking and driving cases.	Discussion Answering questions
14.1.4	Summary of unit.	Answering questions Summarizing
15.1.1	Overview of unit.	Overview
15.1.2	Review of course.	Answering questions
15.1.3	Summary of unit.	Summarizing
16.1.1	Overview of unit.	Overview
16.1.2	Student evaluation.	Testing
16.1.3	Summary of unit and course.	Summarizing
16.2.1	Overview of unit.	Overview
16.2.2	Course evaluation.	Student reaction
16.2.3	Summary of unit.	Answering questions

Instructor references. References used in the development of the DWI Law Enforcement Training Course may be found in the bibliography following subject number 16. These bibliographical entries include references cited in each lesson plan and other additional references that may be of interest to the instructor.

Use of Instructional and Evaluation Aids

Instructional Aids Packet. A packet of instructional aids was developed for the DWI Law Enforcement Training Course which consists of numerous transparencies, 54 16 mm film detection clue situations, and 11 video tape segments. Each of these aids is cross-indexed with the specific content item in the Instructor's Manual to facilitate its appropriate use.

The proper use of the instructional aids prepared for the course is essential for the most effective student learning and accomplishment of the learning objectives. They should be utilized as directed in the various teaching strategies, i.e., proper method (demonstration, practice, testing), appropriate timing and sufficient review and discussion.

A list of the various instructional media items prepared for the course may be found in Appendix A. A list of the transparencies prepared for the course may be found in Appendix B.

Evaluation Aids Packet. A packet of evaluation aids was developed for the course which consists of practice session student response forms, pre and post test examinations and course evaluation forms. These aids are indexed with the appropriate topic number and are indexed in the Instructor's Manual within the context of their use.

The proper use of the evaluation aids prepared for the course is necessary to facilitate the accomplishment of the learning objectives. They should be used as directed in the various teaching strategies, i.e., correct method (explanation, discussion, demonstration, practice, testing), proper timing, and sufficient opportunity for student review and discussion.

The Evaluation Aids Packet also contains an Instructional Media Log and Scoring Key as a guide for the instructor in the use of the instructional and evaluation aids.

A list of the evaluation aids prepared for the course may be found in Appendix C.

Use of Student and Course Evaluations

Student Evaluation. Student evaluation forms provided for the course (pre-test, student response cards and a post-test) may be found in the Evaluation Packet.

The pre-test is designed to measure the entry level knowledge of the students so instruction can be geared to their specific needs and the amount of individual accomplishment during the course can be measured.

The individual student response cards provide immediate feedback as to how well each student is accomplishing the stated learning objective for the topic. This feedback is beneficial to both the instructor and the student-officers. The instructor will know immediately whether or not the students have been successful and if he may proceed. They will also provide the student with the immediate results of his activity and will serve as a reward condition.

The post-test included in the training program is designed to determine how many of the terminal objectives each student has achieved, determine what proportion of the students achieved each terminal objective and what instructional procedures should be retained and which should be modified.

Course Evaluation. The purpose of the course evaluation is to gather information that will enable the instructor to improve his instruction. However, merely gathering and interpreting information is insufficient. In addition, the instructor should use the information to modify his instructional procedures, when a change is indicated.

The information should be used to formulate reasons for successes and failures; and for each failure, to select an alternative instructional procedure to use the next time the course is offered. Instructional improvement is a never-ending process consisting of planning, testing, interpretation and modification.

To help the instructor to obtain information about the instructional program there is a post-class questionnaire included in the Evaluation Aids Packet. This questionnaire is designed to obtain feedback from the students concerning the program they have just completed. The questionnaire consists of a few questions which the students should answer anonymously. The questions vary from general information about the entire course to specific information about parts of the course.

These general questions will permit students to identify problems in the program which the instructor may not notice. In addition, the answers enable him to pinpoint differences in the reactions of individual students so that he does not get a one-sided opinion from just a few students.

All suggestions for improvement, which are practical, should be implemented prior to the next training session. These improvements should be discussed with the present class so they realize that the instructor is interested in, and responds to, their needs. Those suggestions which are impractical should be discussed with the class so they will understand why these particular items cannot be changed.

This type of evaluation will not only improve the instructional program, but it will also develop good rapport with the students.

An additional evalution of the course's effectiveness would be to collect information concerning performance of the students, who have taken the DWI Law Enforcement Training Course, in actual enforcement situations involving the drinking driver. An analysis of the difficulties they encounter, as well as the extent of their success, will provide some indication of how the training program might be further modified.

PART II

LESSON PLANS AND LEARNING ACTIVITIES

Subject #1

ORIENTATION

2:00 Hours

Subject Objective:

To know the plans and procedures for conducting the course; to be acquainted with the content to be learned; to become familiar with forms to be used in the course.

Subject Units:

1.1 Overview of course.

1.2 Administering pre-test examination.

1.3 Nature and types of forms used in alcohol enforcement.

Appendix:

1-A. Forms used in alcohol enforcement.

Lesson Plan

Unit 1.1

Overview of Course

Unit Objective:

To understand the procedures to be followed in conduct of course.

Reference:

1. Carnahan, James E., Ph.D., and others. DWI Law Enforcement Training -- Student Manual, prepared for Department of Transportation, National Highway Traffic Safety Administration. East Lansing, Michigan: Highway Traffic Safety Center, Michigan State University, August 1974.

Materials:

1. Student Manuals (1.1.2-A).
2. Transparencies depicting course objectives (1.1.1-A) (6).
3. Course schedule transparency for overhead projection (1.1.2-B.2) (1).
4. Student classroom learning activities transparencies for overhead projection (1.1.2-E.1) (2).
5. Student laboratory learning activities transparency (1.1.2-E.2) (1).
6. Social Learning activities transparency (1.1.2-E.3) (1).
7. Transparency of five evaluation methods (1.1.3) (1).

Equipment:

1. Overhead projector.

Learning Activity

Unit 1.1

Overview of Course

Activity	Instructor Ref. & Aids	Time
Unit Objective: To understand the procedures to be followed in conduct of the course.		
Content Topics: 1.1.1 Course objectives. 1.1.2 Plans and procedures for conducting the course. 1.1.3 Evaluation methods for course.		
1.1.1 Course objectives A. State the objectives of the one-week course in alcohol enforcement for patrol officers. 1. To develop the ability to detect and properly apprehend drivers who are DWI. 2. To develop an understanding of: a. Relationship of drinking and driving to accidents. b. Effects of alcohol on driving behavior. c. Law related to drinking driver offenses.	Aid. Transparencies of course objectives (1.1.1-A) (6).	5

Activity	Instructor Ref. & Aids	Time
1.1.1-A. (cont.)		
3. To develop an appreciation of the need for sufficient enforcement action against the drinking driver.		
4. To develop skills in eliminating hazards created by drinking drivers, thus serving to accomplish the fundamental alcohol countermeasure goal.		
5. To provide an understanding of the procedures for processing the suspect, gathering and recording evidence, and maintaining the chain of evidence.		
6. To develop basic skills for testifying in court regarding observations of suspect during detection, apprehension, arrest and field test activities.		
1.1.2 Plans and procedures for conducting course.		15
A. Explain and distribute the materials to be used in the course.		
1. Distribute Student Manuals.		
2. Describe the design and use of the Student Manual.	Ref. #1	
a. Table of contents of Student Manual.		
b. Manual is organized into two parts.		
c. Content in manual covered in course.		
d. Content in manual for supplemental reading.		

Activity	Instructor Ref. & Aids	Time
1.1.2-A. (cont.)		
e. Manual is to be brought to each class session.		
B. Explain the nature and scope of the course content.	Ref. #1	
1. Course outline for one-week course (refer students to Part I of manual).	Ref. #1	
2. Course schedule for one-week course (refer students to Part I of manual).	Aid. Overhead projection of schedule transparency (1.1.2-B.2) (1).	
C. Make reading assignments in manual for week.		
1. Distribution of weekly assignment sheet.		
2. Explanation of weekly assignment sheet.		
a. Required study material.		
b. Reading material.		
c. Optional reference material.		
D. Explain the course management considerations.		
1. Use of break time.		
2. Handling administrative matters.		
E. Explain the planned student learning activities.	Aid. Overhead projection of classroom learning activities transparencies (1.1.2-E.1) (2).	
1. Classroom learning activities.		
a. Providing students with new cognitive information by use of various visual aids.		

Activity	Instructor Ref. & Aids	Time
1.1.2-E.1 (cont.)		
b. Providing students with new manipulative (skill) information by use of various types of audio and visual aids.		
c. Permitting students to discuss concepts, principles, facts and issues by structuring large and small group sessions.		
d. Permitting students to practice application of knowledge and skills by individual and small group performance.		
e. Providing students an opportunity to practice making decisions based on observed driving clues.		
2. Laboratory learning activities.	Aid. Overhead projection of laboratory learning activities transparency (1.1.2-E.2) (1).	
a. Providing students an opportunity to practice psycho-physical testing skills.		
b. Providing students an opportunity to practice making decisions from drinking subject behavioral clues.		
3. Social learning activities.	Aid. Overhead projection of social learning activities transparency (1.1.2-E.3) (1).	
a. Providing students an opportunity to drink themselves and assess effects of alcohol on their person.		
b. Providing students an opportunity to witness behavior of their fellow students when drinking measured amounts of alcohol.		

Activity	Instructor Ref. & Aids	Time
1.1.3 Evaluation methods for course. A. Explain pre-test and post-test of content material. 1. Determine entry level of individual student. 2. Determine progress made by individual student. 3. Objective is to measure achievement and thus success of the course. a. Evaluation to be used to assist learning. b. Each class to establish its own norm. B. Explain use of written quizzes to measure student's grasp of material. 1. Quiz to be used to assist learning. 2. Quiz to assist instructor in determining: a. Extent of time required for reviews. b. Extent of time required for summaries. c. Needed adjustments in his presentation. d. Level of difficulty of material. e. Pacing of his content presentation.	Aid. Transparency of five evaluation methods: A, B, C, D & E (1.1.3) (1).	10

Activity		
	Instructor Ref. & Aids	Time
1.1.3 (cont.)		
C. Explain periodic oral questioning to measure student progress.		
1. Questions to be used to assist learning.		
2. Questions to be used to assist instructor.		
D. Explain numerous tests of skills in laboratory.		
1. Student performance in explaining psychophysical tests to drinking subject.		
2. Student performance in demonstrating psychophysical tests to subject.		
3. Student performance in administering each coordination test.		
4. Student ability to assess the extent to which subject follows instructions.		
5. Student ability to assess the manner in which subjects react to test.		
E. Explain procedure for evaluation of course.		
1. Distribute forms to students to evaluate the course.		
a. Student critique of content; e.g., relevancy, amendments, adjustments, etc.		
b. Student critique of presentation; e.g., clarity, enunciation, pace, redundancy, etc.		

Activity		
	Instructor Ref. & Aids	Time
1.1.3-E (cont.) 2. Forms to be collected at completion of course. 3. Discussion on course improvement at completion of course.		

Lesson Plan

Unit 1.2

Administering Pre-Test Examination

Unit Objective:

To measure knowledge of subject matter prior to conducting course to establish base for measuring student achievement and course success.

Material:

1. Pre-test examination.

Learning Activity

Unit 1.2

Administering Pre-Test

Activity	Instructor Ref. & Aids	Time
Unit Objective:		
To measure knowledge of subject matter prior to conducting course to establish base for measuring student achievement and course success at completion of course.		
Content Topic:		
1.2.1 Administering pre-test examination.		
1.2.1 Administering pre-test examination.		60
A. Arrange for administering pre-test examination.		
1. Controlling the classroom temperature.		
2. Providing sufficient lighting.		
3. Assuring availability of sufficient copies of examination.		
4. Seating students separately to obtain individual response.		
B. Administer the pre-test examination.	Aid. Pre-test examinations.	
1. Explaining the testing procedures.		
a. Number and types of questions.		
b. Time schedules for examination.		

Activity	Instructor Ref. & Aids	Time
1.2.1-B (cont.) 2. Distributing the examination. 3. Monitoring the examination. 4. Collect all pre-test examination papers.		

Lesson Plan

Unit 1.3

Nature and Type of Forms Used in Alcohol Enforcement

Unit Objective:

To become familiar with the various types of forms used in alcohol enforcement.

Equipment:

None.

Learning Activity

Unit 1.3

Nature and Type of Forms Used in Alcohol Enforcement

Activity	Instructor Ref. & Aids	Time
Unit Objective:		
To become familiar with the various types of forms and reports used in alcohol enforcement.		
Content Topics:		
1.3.1 Nature and number of report forms used in alcohol enforcement.		
1.3.2 Design and style of required reports.		
1.3.1 Nature and number of report forms used in alcohol enforcement.		5
A. Refer students to location of forms in their manual (Part II - Unit 1.3).		
1. Placed in manual as a reference.		
2. Copies may be provided during course as need arises.		
B. Discuss the representative types of forms used in alcohol enforcement.	Ref. App. 1-A of lesson.	
1. Alcohol Influence Report form (National Safety Council).		
2. Alcohol Influence Report form (Michigan State Police).		
3. Texas PD's DWI/DUID Traffic Case Report.		

Activity		
	Instructor Ref. & Aids	Time
1.3.1-B (cont.)		
4. Michigan Breath Test Report.		
5. Michigan Alcohol Determination form.		
6. Michigan Refusal to Submit form.		
1.3.2 Design and style of required reports.		10
A. Discuss types of reports required in alcohol enforcement.		
1. Prosecution case preparation report.		
2. Arrest report.		
3. Alcohol influence report.		
4. Incident report.		
B. Discuss briefly the kinds of information that can be entered onto forms.		
1. Familiarize students with structure of forms.		
2. Familiarize student with types of information required on forms.		

APPENDIX 1-A

FORMS USED IN ALCOHOL ENFORCEMENT

(Check)
☐ Driver
☐ Pedestrian
☐ Passenger

(Check)
☐ Accident
☐ Violation
☐ Other

Date and time of Accident or Violation ______ am pm

ALCOHOLIC INFLUENCE REPORT FORM

Police Dept. ______
Arrest No. ______
Accident No. ______
Arresting Officer ______
Date and time in custody ______ am pm

Name ______ Address ______

Age ______ Sex ______ Race ______ Approx. Wt. ______ Operator Lic. No. ______ State ______

OBSERVATIONS:

CLOTHES	**Describe: (Type & Color)**	Hat or Cap ______ Jacket or Coat ______ Shirt or Dress ______ Pants or Skirt ______
	Condition:	☐ Disorderly ☐ Disarranged ☐ Soiled ☐ Mussed ☐ Orderly (Describe) ______
BREATH	**Odor of Alcoholic Beverage:**	☐ strong ☐ moderate ☐ faint ☐ none
ATTITUDE		☐ Excited ☐ Hilarious ☐ Talkative ☐ Carefree ☐ Sleepy ☐ Profanity ☐ Combative ☐ Indifferent ☐ Insulting ☐ Cocky ☐ Cooperative ☐ Polite
UNUSUAL ACTIONS		☐ Hiccoughing ☐ Belching ☐ Vomiting ☐ Fighting ☐ Crying ☐ Laughing
SPEECH		☐ Not Understandable ☐ Mumbled ☐ Slurred ☐ Mush Mouthed ☐ Confused ☐ Thick Tongued ☐ Stuttered ☐ Accent ☐ Fair ☐ Good

Indicate other unusual actions or statements, including when first observed: ______

gns or complaint of illness or injury:

PERFORMANCE TESTS: **(Note—See departmental instructions for conducting these tests)**

Check Squares If Not Made		**Check appropriate square before word describing condition observed**
☐	**BALANCE**	☐ Falling ☐ Needed Support ☐ Wobbling ☐ Swaying ☐ Unsure ☐ Sure
☐	**WALKING**	☐ Falling ☐ Staggering ☐ Stumbling ☐ Swaying ☐ Unsure ☐ Sure
☐	**TURNING**	☐ Falling ☐ Staggering ☐ Hesitant ☐ Swaying ☐ Unsure ☐ Sure
☐	**FINGER-TO-NOSE**	**Right:** ☐ Completely Missed ☐ Hesitant ☐ Sure **Left:** ☐ Completely Missed ☐ Hesitant ☐ Sure
☐	**COINS**	☐ Unable ☐ Fumbling ☐ Slow ☐ Sure ☐ (Other) ______ (Balance during coin test) ______

Ability to understand instructions: ☐ Poor ☐ Fair ☐ Good **Tests performed:** Date ______ Time ______ am pm

OBSERVER'S OPINION:

Effects of alcohol: ☐ extreme ☐ obvious ☐ slight ☐ none **Ability to drive:** ☐ unfit ☐ fit

Indicate briefly what first led you to suspect alcoholic influence: ______

Observed by: ______ **Assignment:** ______

Witnessed by: ______ Date ______ Time ______ am pm

CHEMICAL TEST DATA:

Specimen: ☐ Blood ☐ Breath ☐ Saliva ☐ Urine ☐ None ☐ Refused ☐ Unable

Analysis result:

If Breath, what instrument?

If refused, why? ______

INTERVIEW:

Were you operating a vehicle? Where were you going?
What street or highway were you on? Direction of travel?
Where did you start from? What time did you start?
What time is it now? What city (county) are you in now?
What is the date? What day of the week is it?

INTERVIEWER TO FILL IN ACTUAL: Time am/pm Day Date Interviewer's Name

When did you last eat? What did you eat?
What were you doing during the last three hours?
Have you been drinking? What? How much?
Where? Started? am/pm Stopped? am/pm
Are you under the influence of an alcoholic beverage now?
What is your occupation? When did you last work?
Do you have any physical defects? If so, what?
Are you ill? If so, what's wrong?
Do you limp? Have you been injured lately? If so, what's wrong?
Did you get a bump on the head? Were you involved in an accident today?
Have you had any alcoholic beverage since the accident? If so, what?
Where? How much? When?
Have you seen a doctor or dentist lately? If so, who? When?
What for? Are you taking tranquilizers, pills or medicines of any kind?
If so, what kind? (Get sample) Last dose? am/pm Do you have epilepsy?
Diabetes? Do you take insulin? If so, last dose? am/pm
Have you had any injections of any other drugs recently? If so, what for?
What kind of drug? Last dose? am/pm When did you last sleep?
How much sleep did you have? Are you wearing false teeth? Do you have a glass eye?

HANDWRITING SPECIMEN
Signature and/or anything he chooses.

REMARKS:

SUPPLEMENTARY DATA:

(Note—Get witnesses, including officers who observed, to prove driving)

WITNESSES			Was Suspect Driving or Operating	What Was His Condition	Where Observed
Name	Address	Tel. No			

Passengers in Suspect's Vehicle	Name	Address	Condition

Rep. 50M77001

National Safety Council, 425 North Michigan Ave., Chicago, Ill. 60611
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Stock No. 321.99

372--2842--JDS

UD-3D (Rev 1-70)

MICHIGAN STATE POLICE

ALCOHOLIC INFLUENCE REPORT

County | Complaint No.

POST | Township | File Class

City/Village | Date

Complainant | Address | Telephone No.

Location of Incident | Nature of Incident ACCIDENT ☐ VIOLATION ☐ | Time of Incident A.M. P.M.

SUSPECT

Name | Address | Telephone No.

Operator's/Chauf. License No. | SEX | DOB | HT. | WT | HAIR | EYES

Vehicle (make) | Year | Registration | Mechanical condition | Removed to/by

INTERVIEW

Were you operating this motor vehicle? Yes ☐ No ☐ | Have you been Drinking? Yes ☐ No ☐ | If "YES" what? | Where did you have your last drink? | Where were you going?

When did you leave? | How much have you consumed? | When did you start? A.M. A.M. | When did you stop? A.M. P.M. | What time is it now? A.M. P.M.

Are You ILL? Yes ☐ No ☐ HURT? Yes ☐ No ☐ | If "YES" what is wrong? | Have you recently been to a DOCTOR? Yes ☐ No ☐ DENTIST? Yes ☐ No ☐ | If "YES" when?

Doctor's or Dentist's Name? | Reason for seeing Doctor or Dentist? | Are you taking Medicine? Yes ☐ No ☐ | If "YES" What? | Last Dose? A.M. P.M.

Do you have Epilepsy? Yes ☐ No ☐ | Do you have Diabetes? Yes ☐ No ☐ | Are you taking Insulin? Yes ☐ No ☐ | Were you involved in an Accident today? Yes ☐ No ☐ | Have you been drinking since the accident? Yes ☐ No ☐ | If "YES" when? A.M. P.M | Were you injured in the Accident? Yes ☐ No ☐

OBSERVATIONS

What led Officer(s) to suspect Alcoholic influence?

ODOR OF ALCOHOL ON BREATH: Strong | Moderate | Faint | None

EYES: Normal | Bloodshot | Watery | Sleepy

COLOR OF FACE: Normal | Flushed | Pale

CLOTHES: Orderly | Soiled | Disarranged | Disorderly

ITUDE: erative | Antagonistic | Combative | Carefree | Hilarious | Sullen | Cocky | Defiant

BALANCE: Certain | Staggering | Swaying | Needed Support | Falling

UNUSUAL ACTIONS: Profane | Vomiting | Stupified | Politeness | Unconscious

WALK: Certain | Staggering | Stumbling | Falling

SPEECH: Clear | Confused | Incoherent

Signs of injury or illness and treatment, if any.

INVESTIGATION (incl. other unusual actions or statements)

(Use additional sheets if necessary)

WITNESS: | Address | Tele. No. | Witness to: Driving Yes ☐ No ☐ Condition Yes ☐ No ☐

WITNESS: | Address | Tele. No. | Witness to: Driving Yes ☐ No ☐ Condition Yes ☐ No ☐

Lodged (Location) | Charge | Date | Time | Fingerprints taken Yes ☐ No ☐ | Photos Taken Yes ☐ No ☐

TEST

TEST GIVEN: Breath | Blood | Saliva | Urine | Ampoule No. | Instrument No. | Date | Time A.M. P.M. | TEST RESULTS O. % | O. %

Breathalyzer Operator (Signature and Rank) | Arresting Officer(s) (Signature and Rank)

If Refused WHY?

ARRAIGNMENT: Court | Officer | Charge | Plea | Date

SENTENCE: Fine | Cost | Time

CLOSED BY: Arrest | Under 18 | Other

COMPLAINT NO.

FILE CLASS

HP-21 (Rev. 1-72)

TEXAS DEPARTMENT OF PUBLIC SAFETY
DWI/DUID TRAFFIC CASE REPORT

VIOLATOR OR SUSPECT

County ______
DL No. ______ State ______
NAME ______ (Last, First, Middle) Address ______ Birth Date ______ Sex ______ Race ______
Height ______ Weight ______ Occupation ______ Driver and Criminal Record ______
VEHICLE Color ______ Year Model ______ Make ______ Body Style ______ Registered ______ (Year) ______ (State) ______ (Number)
OFFENSE ______ ☐ Fatal Accident ☐ Non-Fatal Accident ☐ No. Accident Date ______ 19___ Day of Week ______ Hour ______ ☐ A.M. ☐ P.M.
ROAD ON WHICH OFFENSE OCCURRED ______ (Name of Street or Highway No.) ______ (Section) ☐ In, or ______ miles ☐ N ☐ S ☐ E ☐ W of ______ (Town or City)

WITNESSES

	Elements of this case witness can testify to	Subject Driving Motor Vehicle On Public Highway	Subject Driving Motor Vehicle In Incorp. City (MWOM)	Intoxicated or Under Influence of Drugs	Person Killed Due to Accident	Accident Occasioned by Intoxicated Condition of Subject
Name ______ Address ______						
Name ______ Address ______						

CHEMICAL TEST

Test Offered (alcohol) ☐ Breath ☐ Urine ☐ Blood ☐ None ☐ Other, specify ______
Test Given (alcohol) ☐ Breath ☐ Urine ☐ Blood ☐ Refused ☐ Other, specify ______
Test Result ______ %
Refusal form Submitted ☐ Yes ☐ No
Urine and/or Blood Submitted for Drugs ☐
______ Officer Operator ______ Identification No.

ARRESTING OFFICER ______ Ident No. ______ Dept. ______ Other Officers ______

OBSERVATIONS

CLOTHES – Describe type and color Hat or Cap ______ Shirt or Dress ______
Jacket or Coat ______ Pants or Skirt ______
Condition ☐ Disorderly ☐ Disarranged ☐ Soiled ☐ Mussed ☐ Orderly Describe ______

BREATH Odor of Alcoholic Beverage	☐ Strong	☐ Moderate	☐ Faint	☐ None		
ATTITUDE	☐ Excited ☐ Combative	☐ Hilarious ☐ Indifferent	☐ Talkative ☐ Insulting	☐ Carefree ☐ Cocky	☐ Sleepy ☐ Cooperative	☐ Profanity ☐ Polite
UNUSUAL ACTIONS	☐ Hiccoughing	☐ Belching	☐ Vomiting	☐ Fighting	☐ Crying	☐ Laughing
SPEECH	☐ Not Understandable ☐ Thick Tongued	☐ Mumbled ☐ Stuttered	☐ Slurred ☐ Accent	☐ Mush Mouthed ☐ Fair	☐ Confused ☐ Good	
BALANCE	☐ Falling	☐ Needed Support	☐ Wobbling	☐ Swaying	☐ Unsure	☐ Sure
WALKING	☐ Falling	☐ Staggering	☐ Stumbling	☐ Swaying	☐ Unsure	☐ Sure
TURNING	☐ Falling	☐ Staggering	☐ Hesitant	☐ Swaying	☐ Unsure	☐ Sure

Fingerprinted By ______ (Name of DPS Officer or Name of Other Police Agency and their File Number) ☐ Not Fingerprinted
Signature of Officer Making Report ______ Ident. No. ______ Date of Report ______ Charges Filed ______

BEST COPY AVAILABLE

SUMMARY (Describe what you did and what you found, showing information such as why you started case, --manner of driving, --condition of vehicle and defendant, --possession of specific drivers license, by number; --pertinent remarks of defendant, witnesses, doctors, --physical condition of road, traffic, weather, --disposition of vehicle and defendant.)

____

____

____

____

____

____

INTERVIEW

Were you operating a vehicle? ________ Where were you going? ________________ What street or highway were you on? ________

Direction of travel? ________ Where did you start from? ________________ What time did you start? ________ What time is it now? ________

What city (county) are you in now? ________________ What is the date? ________ What day of the week is it? ________

INTERVIEWER TO FILL IN ACTUAL ________ am/pm ________ ________ ________

Time Day Date Interviewer's Name

When did you last eat? ________ What did you eat? ________ What were you doing the last three hours? ________

________ Have you been drinking? ________ What? ________ How much? ________

Where? ________ Started? ________ am/pm Stopped? ________ am/pm Are you under the influence of an alcoholic beverage now? ________

What is your occupation? ________ When did you last work? ________ Do you have any physical defects? ________ If so, what? ________

Are you ill? ________ If so, what's wrong? ________ Do you limp? ________ Have you been injured lately? ________ If so, what's wrong? ________

Did you get a bump on the head? ________ Were you involved in an accident today? ________ Have you had any alcoholic beverage since the accident? ________

If so, what? ________ Where? ________ How much? ________ When? ________

Have you seen a doctor or dentist lately? ________ If so, who? ________ When? ________ What for? ________

Are you taking tranquilizers, pills or medicines of any kind? ________ If so, what kind? (If DUID suspected Get Sample) ________ Last dose? ________ am/pm Do you have epilepsy? ____

Diabetes? ________ Do you take insulin? ________ If so, last dose? ________ am/pm Have you had any injections of any other drugs recently? ________

If so, what for? ________ What kind of drug? ________ Last dose? ________ am/pm When did you last sleep? ________

How much sleep did you have? ________ Are you wearing false teeth? ________ Do you have a glass eye? ________ Other information ________

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UD-31 (Rev. 10/69)

BREATHALYZER TEST REPORT

NAME

(First) (Middle) (Last)

ADDRESS

(Street) (City) (State)

OPERATOR'S LICENSE NO.	DOB MO. | DAY | YR.	CHECK ONE Accident ☐ Violation ☐	LODGED Yes ☐ No ☐

COMPLAINT NO.	FILE CLASS	OFFENSE

AMPOULE CONTROL NO.	INSTRUMENT NO.	BLOOD ALCOHOL 0. %

Operational Check List

✓

PREPARATION

1. ☐ Throw **Switch** to "**On**", wait until **Thermometer shows 47-53° C.**
2. ☐ Gauge **Both Ampoules**, open, insert **Bubbler** and connect to **Outlet, Balance, Set Pointer.**

PURGE

3. ☐ Turn to **Take**, flush out, turn to **Analyze.**
4. ☐ When **Red** empty signal appears, wait 1½ minutes, **Turn On Light, Balance.**

ANALYSIS

5. ☐ Set **Blood Alcohol Pointer** on **Start** line.
6. ☐ Turn to **Take**, take breath sample, turn to **Analyze** (record time)-
7. ☐ When **Red** empty signal appears, wait 1½ minutes, **Turn On Light, Balance.**

Record answer, remove ampoules, TURN SELECTOR VALVE to "OFF".

SIGNATURE OF OPERATOR & DEPARTMENT	DATE OF TEST	TIME OF TEST A.M. P.M.
SIGNATURE OF ARRESTING OFFICER & DEPARTMENT	DATE OF ARREST	TIME OF ARREST A.M. P.M.

MAIL THIS REPORT TO: Michigan State Police
Safety and Traffic Division
East Lansing, Michigan 48823

Use Reverse Side for Additional Remarks

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F-222 4/72

ALCOHOL DETERMINATION

Michigan Department of Public Health
Bureau of Laboratories
Division of Crime Detection
Lansing 48914

PHONE (517) 373-1414

Crime Lab. No.

USE BLACK INK IN PREPARING BLANK

Address of Submitting Agency: ____________________

Street ____________________

City ____________________ **Michigan** ________
Zip Code

Name of Subject ____________________
(Please Print) *Name* *(Last)* *(First)*

☐ **Blood** ☐ **Deceased** ☐ **Traffic Accident**
☐ **Urine** ☐ **Living** ☐ **Driver**

Agency Comp. No. ____________________

Date of arrest or accident ____________ ______ A.M. P.M

Date specimen taken ____________ ______ A.M. P.M.

Signature of Person Taking Specimen

Officer Present

Copies to:

CRIME LAB USE ONLY

Received:

Delivered by: ☐ 1st class mail

Other Analyses Requested –

Results: Chemical analysis of the *blood* specimen showed it to contain ______ % by weight ethyl (grain) alcohol.
Chemical analysis of the *urine* specimen showed it to contain ______ % by weight ethyl (grain) alcohol. This value is equal to about ______ %

Reported

Copies

Analyst – Division of Crime Detection

Be sure return address is properly filled out. The form at the left, with the laboratory result included, will be returned to you in a window envelope as addressed.

TO LAW ENFORCEMENT OFFICER

1. Advise subject of his right to submit or refuse to submit a specimen for alcohol determination.
2. Be present when specimen is taken.
3. In taking urine specimen, collect in a clean container *(milk bottle, large cup or glass, etc.)*. Pour urine into specimen vial until nearly full and *TIGHTEN CAP FIRMLY*. Mark date, time of collection, name of subject, and your initials on label of vial. Place vial in metal container.
4. Supply information requested on this sheet *IN BLACK INK*. Wrap sheet around metal container, and place in cardboard mailing container.
5. Seal mailing container with adhesive tape. Place sealing wax over end of tape or initial across end of tape, and draw vertical lines with ink from tape onto label, to help assure that seal is tamperproof.
6. Mail as *FIRST CLASS MAIL*.

TO PHYSICIAN OR NURSE

(if BLOOD SPECIMEN is taken)

1. Do not use alcohol or alcoholic solution to sterilize skin surface, needle, or syringe.
2. Draw blood in presence of law enforcement officer, and tell subject *IN THE OFFICER'S PRESENCE* that no alcohol was used in sterilizing skin surface, needle, or syringe.
3. Draw 10cc. of venous blood from subject and immediately transfer into vial. *TIGHTEN CAP FIRMLY AND SHAKE* to distribute anticoagulant throughout the blood.
4. Fill in name of subject, date, time, and your initials on label in ink.
5. In presence of subject, hand vial of blood to law enforcement officer, for initialling, packaging and transfer to laboratory, as above.

ADDITIONAL REMARKS OF SUBMITTING AGENT –

Driver Records 1st Copy only for refusal
Officer's Copy

OFFICER'S SWORN REPORT OF REFUSAL TO SUBMIT TO CHEMICAL TEST

(As provided by Act 253, P.A. 1967, as amended)

STATE OF MICHIGAN
COUNTY OF ____________ } ss.

I, ________ ______________, being first duly sworn on oath, depose and say that I am a Law Enforcement Officer, that on the ________ day of ____________, 19___, the following person was arrested by ______________________ (Name and Badge No.) ______________________ (Department) in the county of ____________ Michigan.

Name ______________________ Birthdate ____________ Sex ______

Present address ______________________ Expiration date ____________

______________________ Operator ______ Chauffeur ______

Driver License No. ______________________ State of Issuance ____________

Vehicle License No. ______________________ State of Issuance ____________

for the offense of driving a motor vehicle upon the highways of this state while under the influence of an intoxicating liquor or while his ability to operate a vehicle had been impaired due to the consumption of intoxicating liquor.

I had reasonable grounds to believe that the person had been driving a motor vehicle on the public highways of the state while under the influence of intoxicating liquor or that he had been driving a vehicle while his ability to operate a vehicle had been impaired due to the consumption of intoxicating liquor.

I requested him to take a chemical test, and I read to him the contents of the Advise of Rights for Chemical Test on the reverse side hereof and that he refused my request to take a chemical test and has been advised of the consequences of such refusal.

Date and Time Request Made

Month ____________ Day ____________ Year ________ Time ____________

Subscribed and sworn
to before me this ______________

day of ______________, 19___

____

____
Notary Public, Judge or Clerk of Record

____
Signature of Requesting Officer

______________________ ____________
Title Badge No.

____
Second officer, if any

______________________ ____________
Title Badge No.

____
Law Enforcement Agency

MAIL THIS REPORT TO: Michigan Department of State, Bureau of Driver & Vehicle Services
Lansing, Michigan 48918

DI-93 – 9/70

ADVICE OF RIGHTS FOR CHEMICAL TEST

(The following Advice of Rights shall be read to all persons arrested pursuant to Section 625 (a) – (f) of Act 300 of 1949, as amended)

I am a law enforcement officer and pursuant to law I am hereby advising you that you have been arrested for the offense of driving a motor vehicle upon the highways of this state while under the influence of intoxicating liquor or while your ability to operate a motor vehicle has been impaired due to the consumption of intoxicating liquor. I am further advising you of your right to take a chemical test to determine the alcoholic content of your person through analysis of a specimen of your blood, breath, urine, or saliva; and further I am offering you such a chemical test and requesting that you take a chemical test. I further advise you that you have the following rights:

(1) That the results of such tests shall be admissible and shall be considered with other competent evidence in determining your guilt or innocence in any prosecution relating to your driving a vehicle while either under the influence of intoxicating liquor or while your ability to operate a vehicle was impaired due to the consumption of intoxicating liquor.

(2) That you have a right to refuse to take any such tests, and if you so refuse, no tests shall be given to you.

(3) That your refusal to take a test as provided shall result in the suspension or revocation of your operator's or chauffeur's license or operating privilege.

(4) Notwithstanding any other provision mentioned herein or anything else, you have the option to demand that only a breath test shall be given you, in which case your refusal to submit to any other test shall not constitute a refusal to take a chemical test.

(5) That after taking a chemical test, administered at the request or direction of a law enforcement officer, you have a reasonable opportunity to have a person of your own choosing administer one of said chemical tests, within a reasonable time of detention, and that the results of such test shall be admissible and shall be considered with other competent evidence in determining your guilt or innocence in any prosecution relating to your driving a vehicle while either under the influence of intoxicating liquor or while your ability to operate a vehicle was impaired due to the consumption of intoxicating liquor.

(6) Regardless of any other provision, if you are afflicted with hemophilia, diabetes or any condition requiring the use of an anticoagulant under the direction of a physician, you need not consent to a withdrawal of your blood, but may take a urine or a breath test.

Subject #2

ALCOHOL AND HIGHWAY SAFETY

1:30 Hours

Subject Objective:

To understand the effects of alcohol on the human body and the nature and scope of the drinking driver problem.

Subject Units:

2.1 Effects of alcohol on human body.

2.2 Nature and scope of drinking driver problem.

Lesson Plan

Unit 2.1

Effects of Alcohol on the Human Body

Unit Objective:

To understand the manner in which use of alcohol affects the human body.

Terminal Objectives:

2.1.2 . . . be able to demonstrate an understanding of the physiological processes of alcohol absorption, metabolism and elimination.

2.1.3 . . . be able to demonstrate an understanding of the individual tolerances to alcohol.

2.1.4 . . . be able to demonstrate an understanding of effects of alcohol on brain and body functions.

Reference:

1. ALCOHOL ENFORCEMENT COUNTERMEASURES INSTRUCTOR'S MANUAL. Washington, D.C.: International Association of Chiefs of Police, 1971.

Materials:

1. Student Manual.
2. VTR segment on Physiological Processes of Alcohol Absorption, Metabolism and Elimination (2.1.2-1.B).

Equipment:

1. Video tape deck and two monitors.

Assignment:

1. Read Unit 2.1 of Student Manual on Effects of Alcohol on the Human Body.

Study Questions:

1. How does the body absorb alcohol that is ingested?
2. How does the rate of metabolism alter effects of alcohol?
3. How is alcohol eliminated by the body?
4. What effects do various levels of alcohol have on vision?
5. How do various levels of alcohol affect muscular control?
6. How is judgment impaired by alcohol?

Learning Activities

Unit 2.1

Effects of Alcohol on the Human Body

Activity		
	Instructor Ref. & Aids	Time
Unit Objective:		
To understand the manner in which use of alcohol affects the body.		
Content Topics:		
2.1.1 Overview of unit.		
2.1.2 Physiological processes of alcohol absorption, metabolism and elimination.		
2.1.3 Individual tolerance in use of alcohol.		
2.1.4 Effects of alcohol on brain and body functions.		
2.1.5 Summary of unit.		
2.1.1 Overview of unit.		2
A. Point out topics to be covered in unit.		
B. Describe learning objectives of unit.		
C. Give brief overview of content to be covered in topics.		
1. Physiological process of alcohol absorption.		
2. Physiological process of alcohol metabolism.		
3. Physiological process of alcohol elimination.		
4. Individual tolerance in use of alcohol.		

Activity	Instructor Ref. & Aids	Time
2.1.1-C (cont.)		
5. Effects of alcohol on brain and body functions.		
D. Explain method to be used for studying unit.		
1. Pre-assigned reading in Student Manual.		
2. Presentation of VTR covering topic.		
3. Question students over content of unit.		
4. Review and discussion of student responses.		
2.1.2 Physiological processes of alcohol absorption, metabolism and elimination.		30
* * * *		
Learning Objective:		
. . . When asked to list and discuss the various physiological processes by which alcohol is handled by the body, the student will be able to list the processes of absorption, metabolism and elimination with 100% accuracy and explain each of these processes with 80% accuracy according to information obtained from their manual, VTR presentation and classroom discussion.		
* * * *		
Note: The content for this and subsequent topics of this unit is in the Student Manual for assigned reading. Question students on material and review and discuss their responses. The following content is to serve as a guide for the review and discussion.		

Activity		
	Instructor Ref. & Aids	Time
2.1.2 (cont.)		
A. Review the content in the Student Manual on the physiological processes of alcohol absorption, metabolism and elimination.	Ref. #1 pp. 16-19.	
1. Absorption:		
a. Alcohol requires no digestion:		
(1) It is absorbed directly into the bloodstream.		
(2) About 20% of the alcohol is absorbed through the walls of the stomach, most of the remaining portion is absorbed through the small intestine.		
b. Can be absorbed by still other organs, principally the lungs and rectum:		
(1) When water containing about 15% alcohol is given as an enema, the alcohol is rapidly absorbed.		
c. The chief deterrent to prompt absorption of alcohol is food:		
(1) Eating while drinking slows down the rate of absorption.		
(2) Intoxicating effect of several drinks can be substantially retarded if soon followed by a meal.		

Activity	Instructor Ref. & Aids	Time
2.1.2-A.1c. (cont.) (3) Milk is popularly known as an effective food in slowing down rate of absorption. (4) Retarding power of milk is equaled by butter, cheese, meat, eggs and all foods rich in protein. (5) Protein has complex chemical composition causing it to remain longer in the stomach. Retains alcohol until completion of digestive process. 2. Metabolism: a. After absorption, alcohol is distributed by the blood. b. Next process is metabolism, or the oxidizing of the alcohol. c. The liver is the principal place where alcohol is metabolized: (1) Most important aspect of this process is that the alcohol is altered by oxidation in such a way that it no longer causes intoxication. d. At present, there is no known method of increasing the rate at which alcohol is oxidized:		

Activity		
	Instructor Ref. & Aids	Time
2.1.2-A.2d. (cont.)		
(1) Neither hot coffee, nor brisk walks speed up the process.		
(2) Only time can sober up the intoxicated person.		
3. Elimination:		
a. Up to 90% of the alcohol is oxidized in the liver.		
b. Alcohol is excreted chemically unchanged by the kidneys, breath and perspiration.		
c. About 10% of total amount of alcohol beverage consumed is excreted.		
B. Show students VTR segment on physiological processes of absorption, metabolism and elimination.	Aid. VTR Segment #1 (2.1.2-1.B)	
1. Preview the content of the video tape segment for students.		
2. Permit students to view the presentation.		
3. Summarize and discuss the VTR presentation.		
2.1.3 Individual tolerance in use of alcohol.		5
* * * *		

Activity	Instructor Ref. & Aids	Time

2.1.3 (cont.)

Learning Objective:

. . . When asked to discuss the tolerance to alcohol by some individuals, the student will be able to define tolerance and explain the delayed processes and limitations according to information obtained from their manual and classroom discussion.

* * * *

A. Review individual tolerances in use of alcohol.

1. Tolerance is defined as, "the ability of living matter to adapt to the presence of foreign chemicals or drugs so that larger quantities are required to produce an effect similar to that originally noted."

    a. There are both laboratory experiments and chemical observations to document this occurrence with alcohol.

    b. This rarely occurs in an individual who has not had previous exposure.

    c. Dependent on occasion to both sex and age.

2. The tolerance is not a result of difference in metabolic breakdown of alcohol since the blood alcohol level is the same.

Activity		
	Instructor Ref. & Aids	Time
2.1.3-A (cont.)		
3. The possible mechanisms for tolerance are delayed absorption, decreased penetration in the central nervous system, increased metabolism and increased tissue tolerance.		
4. It is the observation of most investigators and the opinion of most clinicians that tolerance is limited and most frequently occurs at levels of alcohol not exceeding .10 percent.		
2.1.4 Effects of alcohol on brain and body functions.		5
* * * *		
Learning Objective:		
. . . When asked to discuss the effects of alcohol on the brain and body functions, the student will be able to list and describe the effects on vision, muscular control and judgment with 80% accuracy according to the information obtained from their Student Manual and classroom discussion.		
* * * *		
A. Review the effects of alcohol on brain and body functions.		
1. Determined by chemical measurement of blood alcohol concentration.		
2. Most experts agree there is obvious impairment of the brain's ability to function when BAC measures no greater than .05 percent.		

Activity	Instructor Ref. & Aids	Time
2.1.4-A (cont.) 3. General characteristics showing the changes in behavior as intake of alcohol increases: a. The face is flushed. b. Reactions become slower and less exact. c. Judgment is impaired. d. Usual inhibitions and restraints disappear. e. Drinker gives free rein to his impulses. f. Thinking becomes dazed and confused. g. Individual may become silly, angry, irritable, or morose. h. Movements become uncertain. i. Drinker becomes drunk and loses power of both rational thought and bodily movement. j. Death. 4. Vision: a. Impaired in some subjects with BAC as low as .04 percent. b. Impaired in all subjects when BAC exceeds .08 to .10 percent.		

Activity		
	Instructor Ref. & Aids	Time
2.1.4-A (cont.) 5. Muscular control: a. Disrupted in some individuals with BAC as low as .03 percent. b. Clusiness is observable in all drinkers when BAC reaches .10 percent. 6. Judgment: a. Impairment of these functions begins with BACs lower than those causing muscular uncoordination. b. In most persons, deterioration of judgment and reduction of inhibitions become more pronounced and observable once the BAC goes above .05 percent. 7. Response to extremely high BAC: a. A person having difficulty controlling his emotions, crying or laughing at length, may have a BAC of no less than .20 percent, and is severely impaired. b. When the BAC reaches .30 percent, the person's comprehension of sights and sounds is distorted, and he may lapse into unconsciousness. c. At levels from .35 percent to .50 percent, a person loses his ability of perception, and often falls into a coma.		

Activity		
	Instructor Ref. & Aids	Time
2.1.4-A.7 (cont.)		
d. At levels about .50 percent, the brain centers controlling breathing and the heart are critically disabled; death will result.		
2.1.5 Summary of unit.		3
A. Review briefly the content of unit.		
B. Answer students' questions over content of unit.		

Lesson Plan

Unit 2.2

Nature and Scope of Drinking Driver Problem

Unit Objective:

To understand the nature and scope of the drinking driver problem.

Terminal Objectives:

2.2.2 . . . be able to demonstrate an understanding of the classification variations of drinking drivers.

2.2.3 . . . be able to demonstrate an understanding of the relationship between drinking driving and traffic accidents.

References:

1. Alcohol and the Impaired Driver. Chicago, Ill: American Medical Association, 1968.

2. Alcohol and Highway Safety Report. Study transmitted by Secretary of Department of Transportation to the 90th Congress, 2nd Session, August 1968.

3. Alcohol Safety Countermeasures Program. Washington, D. C.: International Association of Chiefs of Police, October 1971.

4. Alcohol Safety Countermeasures Program. Washington, D. C.: National Highway Traffic Safety Administration, Department of Transportation, June 8, 1970.

5. Bacon, S. C., "Traffic Accidents Involving Alcohol in USA: Second Stage Aspects of Social Problem," Quarterly Journal of Studies on Alcohol, Supplement No. 4., New Brunswick, N. J.: Rutgers Center of Alcohol Studies, pp. 11-33, May 1968.

References (cont.)

6. "Blood Alcohol Testing for Motor Vehicle Deaths in Wisconsin," Madison, Wisconsin: Bureau of Health Statistics, 1968, 1969, 1970.

7. Borkenstein, R. F., and others. "Role of Drinking Driver in Traffic Accidents," Bloomington, Indiana: Indiana University, March 1964.

8. Felkins, Lyle, and Cheryl Clark. "Wayne County Traffic Fatality Study," Alcohol Safety Project, Vol. I, Ann Arbor, Michigan: Highway Safety Research Institute, University of Michigan, pp. 13-64., February 1969.

9. ________, "Wayne County Traffic Fatality Study," Alcohol Safety Project, Vol. II, Ann Arbor, Michigan: Highway Safety Research Institute, University of Michigan, pp. 31-58 (Appendix F), February 1969.

10. Joscelyn, K. B. and R. K. Jones. "A System Approach to the Analysis of the Drinking Driver Control System," Vol. I, Bloomington, Indiana: Institute for Public Safety, Indiana University, November 1970.

11. Neilson, Royal A., "The Deadly Tranquilizer," *Traffic Safety Magazine*, Vol. 64, No. 4., pp. 8-10, April 1964.

12. ________, "Alcohol Involvement in Fatal Motor Vehicle Accidents in California...1962-68," San Francisco: California Traffic Safety Foundation, September 1969.

13. ________, "Alcohol Involvement in Fatal Motor Vehicle Accidents in 41 California Counties in 1966," San Francisco: California Traffic Safety Foundation, July 1967.

14. Roswald, Martin, "Driving Under the Influence," California Highway Patrol Training Manual, Sacramento, California: California Highway Patrol Academy, December 1970.

15. *Task Force Report: Drunkenness*. Washington, D. C.: President's Commission on Law Enforcement and Administration of Justice, 1967.

Materials:

1. Student Manual.
2. Transparency of drinking driver classification (2.2.2-A.3) (3).
3. Transparency of national statistics on alcohol and highway safety (2.2.3-A.2.b) (1).
4. Transparency of driver's odds (2.2.3-A.2.f) (1).
5. Transparencies of Tables 2-1 (2.2.3-C.1.e) (1), 2-2 (2.2.3-C.1.i) (1), and 2-3 (2.2.3-C.1.k) (1) on drinking driver fatals.
6. Transparencies of Table 2-4 (2.2.3-C.2.e) (1) and Chart 2-1 (2.2.3-C.2.i) (1) on BACs of fatal drivers and probability of accident.
7. Transparency of Chart 2-2 (2.2.3-C.3.a) (1) on BAC ≥ .10% and fatal accidents.
8. Transparencies of Tables 2-5 (2.2.3-C.4.b) (1) and 2-6 (2.2.3-C.4.c) (1) on California Studies, accident involvement.
9. Transparency of Table 2-7 (2.2.3-C.5.c) (1) on Fatal and Injury Accident Rates-1968.
10. Transparency of Table 2-8 (2.2.3-C.5.d) on probability of involvement with DWI in certain point in time.

Equipment:

1. Overhead projector.

Assignment:

1. Read Unit 2.2 of Student Manual on Nature and Scope of Drinking Driver Problem.

Study Questions:

1. How would you define "drinking driver"?
2. Do your definitions clearly describe the nature of the concept?

Study Questions: (cont.)

3. What is the nature, extent and impact of the accident problem in the nation involving drinking drivers?

4. What is the nature, extent and impact of the accident problem in your respective state involving drinking drivers?

5. What kinds of problems are inherent in using accident records as indicators?

6. What kinds of information have been disclosed by research into accidents caused by drinking drivers?

Learning Activity

Unit 2.2

Nature and Scope of Drinking Driver Problem

Activity	Instructor Ref. & Aids	Time
Unit Objective: To understand the nature and scope of the drinking driver problem.		
Content Topics: 2.2.1 Overview of unit. 2.2.2 Classification of drinking drivers. 2.2.3 Accidents related to drinking and driving. 2.2.4 Summary of unit.		
2.2.1 Overview of unit.		2
A. Point out topics to be covered in unit.		
B. Describe learning objectives of unit.		
C. Give brief overview of content to be covered in topics.		
1. Classification of drinking drivers.		
2. Nature, extent and impact of accidents related to drinking and driving.		
3. Problems with accident records as indicators.		
4. Research relating drinking to accidents.		

Activity	Instructor Ref. & Aids	Time
2.2.1 (cont.)		
D. Explain method to be used for studying unit.		
1. Pre-assigned reading in Student Manual.		
2. Questions over content of topics in unit.		
3. Review and discussion of student responses.		
2.2.2 Classification of drinking drivers.		5
* * * *		
Learning Objective:		
. . . When asked to classify and describe the various types of drinking drivers, the student will be able to demonstrate an understanding of these types by describing them with 80% accuracy according to the material in their student manual and classroom discussion.		
'Note: Learning objective only applies' 'when students are held accountable for' 'content. '		
'Note: The content for this and subse- ' 'quent topics of this unit is in the ' 'Student Manual for supplemental reading.' 'Question students over content. The ' 'following content is to serve as a guide' 'for review. '		

Activity	Instructor Ref. & Aids	Time
2.2.2 (cont.)		
A. Review the various clasifications of drinking drivers.		
1. Both drinking and driving are extensively practiced customs of many forms and meanings.		
a. Some proportion of each can be called deviant, so different from accepted practice, it elicits social disapproval.		
b. This does not mean either custom as a whole (use of alcohol or use of roads or both) is disapproved.		
2. The two sets of customs (drinking and driving) can converge into an accident.		
a. Resulting from acceptable road use but deviant alcohol use.		
b. Resulting from acceptable alcohol use but deviant road use.		
c. Resulting from deviancy in both road use and alcohol use.		
3. Classifications of drinking drivers:	Ref. #1, p. 127.	
a. Drinking drivers who are skilled drivers but whose basic problem is chronic, compulsive, socio-pathic drinking. This frequently results in high BACs when they drive.	Ref. #5, pp. 9-10. Aid. Transparency of six classes (2.2.2-A.3) (3).	

Activity	Instructor Ref. & Aids	Time
2.2.2-A.3 (cont.) b. Drinking drivers to whom alcohol is not a compulsive problem, but whose basic problem is aggressive, socio-pathic driving. Alcohol inclines them from bad to worse. c. Drinking drivers to whom neither drinking nor driving is usually a problem but who occasionally drink too much. On occasion such drivers drive with too high BACs. d. Drinking drivers who are unusually sensitive to alcohol. e. Drinking drivers who have only recently started driving and for whom driving has not yet become a learned skill. Even small amounts of alcohol may have drastic effects on their driving behavior. This class includes some teenagers. f. Drinking drivers to whom neither drinking nor driving is a problem. When they drink, amounts are always minimal and BACs are always at subthreshold levels.		

Activity	Instructor Ref. & Aids	Time
2.2.3 Accidents related to drinking and driving.		20
* * * *		
Learning Objective:		
. . . When asked to describe the relationship of drinking and driving and traffic accidents, the student will be able to demonstrate an understanding of these relationships by describing the nature of traffic accident statistics, the problem with accident records as indicators and research findings relating drinking to accidents, with 80% accuracy according to information obtained from their student manual and in classroom discussion.		
Note: Learning objective for this topic applies only when students are held accountable for content.		
Note: The following content is in the Student Manual and should be assigned as supplemental reading prior to class. Review sufficiently to assure understanding.		
A. Review the nature of national statistics on alcohol and highway safety.		
1. Purposelessness of accidents.		
a. Manifest futility of death, injury, and damage caused from vehicle crashes.		
b. Futility enhanced if responsible person was drinking and driving.		

Activity	Instructor Ref. & Aids	Time
2.2.3-A.1 (cont.)		
c. Social problem that has 100% disapproval.		
d. Causes justifiable grounds for public irritation.		
2. Description of nature, extent and impact of problem in nation.		
a. Over 50,000 people are killed on highways each year.		
b. 50% of fatal accidents involve use of alcohol.	Aid. Transparency on statistics (2.2.3-A.2.b) (1).	
c. Two million injury accidents.		
d. 25%-40% of injury accidents involve use of alcohol.		
e. Alcohol-related crashes estimated at $2 billion per year (.2% of GNP).		
f. During his lifetime, average driver has one chance in two of being involved in accident with an alcohol-impaired driver.	Aid. Transparency of driver's odds (2.2.3-A.2.f) (1).	
g. Average driver has one chance in ten of being in an accident that will kill either him or the drinking driver during his lifetime.		
B. Review problem of using accident records as indicators.		
1. Limitations to accident data:		
a. Focus is primarily on fatal accidents.		

Activity		
	Instructor Ref. & Aids	Time
2.2.3-B.1 (cont.)		
b. These constitute a small percentage of total accidents.		
c. Injury and property damage accidents are not all reported.		
d. Potential accidents (near misses are unknown).		
e. Average driver will not report other drivers as DWI if claims are quickly taken care of.		
2. Statistical description of accidents does not get to scope and nature of problem.		
a. May serve as stimulator.		
b. Does not provide understanding.		
c. Sometimes leads in opposite direction.		
d. Used as "shock" treatment, they may have some merit.		
3. Police officers are hesitant to report drinking conditions of drivers on accident report form.		
a. Extreme variation between states and between jurisdictions within a state.		
b. Inaccuracy of police reporting of drinking in accidents pointed up in 1969 HSRI study.	Ref. #8, pp. 15, 30.	

Activity	Instructor Ref. & Aids	Time
2.2.3-B.3.b (cont.) (1) 2 persons out of 38 with BAC ≥ .10% reported as had been drinking. (2) 9 persons out of 38 with BAC ≥ .10% reported as had not been drinking. (3) 18 persons out of 38 with BAC ≥ .10% reported as not known if drinking. (4) 14 persons out of 28 with BAC ≥ .15% reported as not known if drinking. (5) 31 persons out of 57 with BAC ≥ .10% not reported at all, data missing from accident report. 4. Events that prevent correct assessment by police in fatal crashes. a. Injured or dead are removed from scene to hospital by time police arrive. b. Injured may be unconscious when police arrive. c. Police have a first duty of caring for the injured rather than assessing details of alcohol involvement. d. Other crash related duties distract attention from details of alcohol involvement.		

Activity		
	Instructor Ref. & Aids	Time
2.2.3 (cont.)		
C. Review studies relating drinking to accidents.	Ref. #8 and 10.	
1. HSRI case history investigations of traffic fatalities occurring in Wayne County, July 1967 -- January 1968.		
a. 177 fatalities in 160 separate crashes.	Ref. #8, pp. 22-23.	
b. Of 177 fatalities, 84 were drivers, 38 were passengers, 55 were pedestrians.		
c. Of the 84 drivers, 27 (32.1%) had BACs ranging from .15-.24%.	Ref. #9, p. 33.	
d. 14 (16.7%) had BACs ≥ .25%.		
e. Thus, 41 (48.8%) had BACs ≥ .15% (see Table 2-1).	Aid. Transparency of Table 2-1 (2.2.3-C.1.e) (1).	
f. Thus, 53 (63.1%) had BACs ≥ .10%.		
g. 47.6% (40/84) occur from 9 P.M. to 3 A.M.	Ref. #8, p. 38.	
h. 26.2% (22/84) occur from midnight to 3 A.M.	Ref. #9, p. 47.	
i. 21.4% (18/84) occur from 9 P.M. to midnight (see Table 2-2).	Aid. Transparency of Table 2-2 (2.2.3-C.1.i) (1).	
j. 43% of multiple car crash drivers exceeded .15% BAC.		

Table 2-1

DISTRIBUTION OF FATAL DRIVERS BY BAC

	Not Taken	Negative	.01-.04	.05-.09	.10-.14	.15-.24	.25+	Total
No.	1	22	6	2	12	27	14	84
%	1.2	26.2	7.1	2.4	14.3	32.1	16.7	100

Source: Lyle Felkins and Cheryl Clark. "Wayne County Traffic Fatality Study," Alcohol Safety Project, Vol. II, Highway Safety Research Institute, University of Michigan, February 1969, p.33.

Table 2-2

DISTRIBUTION OF FATAL DRIVERS BY HOUR OF ACCIDENT

	01-3	3-6	6-9	9-12	12-15	15-18	18-21	21-24	Total
No.	22	5	9	7	5	8	10	18	84
%	26.2	6.0	10.7	8.3	6.0	9.5	11.9	21.4	100

Source: Lyle Felkins and Cheryl Clark. "Wayne County Traffic Fatality Study," Alcohol Safety Project, Vol. II, Highway Safety Research Institute, University of Michigan, February 1969, p.47.

Activity	Instructor Ref. & Aids	Time
2.2.3-C.1. (cont.)		
k. Drivers involved in fatal vehicle accidents have generally poorer driving records than a sample population of drivers. (see Table 2-3).	Ref. #9, p. 57. Aid. Transparency of Table 2-3 (2.2.3-C.1.k) (1).	
2. Grand Rapids study to assess role of drinking driver in traffic accidents, March, 1964.	Ref. #7, pp. 165-169.	
a. Major emphasis of study was relationship between drinking and accidents.		
b. Studied 3305 accidents with 3305 drivers (May, 1959-April, 1962).		
c. Determined accident involvement by BAC.		
d. Compared BAC rates of subjects in accidents to BAC rates of general driving population -- sample of 7590.		
e. Found that drivers with positive alcohol levels (≥.01%) caused over 1/5 of the accidents (21.2%) while constituting 11% of driving population (see Table 2-4).	Aid. Transparency of Table 2-4 (2.2.3-C.2.e) (1).	
f. Drivers with BAC ≥ .05% caused 15% of accidents but were just over 3% of driving population.		
g. Drivers with BAC ≥ .10% caused 10.8% of accidents but were less than 1% (.8%) of driving population.		

Table 2-3

COMPARISON OF MOVING VIOLATIONS OF FATAL DRIVERS AND SAMPLE OF DRIVING POPULATION
January 1961-January 1968

No. of Viols.	Normal Pop. Driv. Profile	%	Fatal Drivers	%
0	505	47	11	15.2
1	246	23	11	15.2
2	115	11	9	12.5
3	70	7	12	16.7
4	44	4	6	8.3
5	33	3	5	6.9
6	14	1	5	6.9
7	10	1	2	2.7
8	17	2	2	2.7
9+	14	1	9	12.5
Total	1068	100	72	100.0

Source: Lyle Felkins and Cheryl Clark. "Wayne County Traffic Fatality Study," Alcohol Safety Project, Vol. I, Highway Safety Research Institute, University of Michigan, February 1969, p.56.

Table 2-4

NUMBER AND PERCENT OF DRIVERS IN ACCIDENTS AT OR OVER SPECIFIED ALCOHOL LEVELS COMPARED WITH CONTROL GROUP

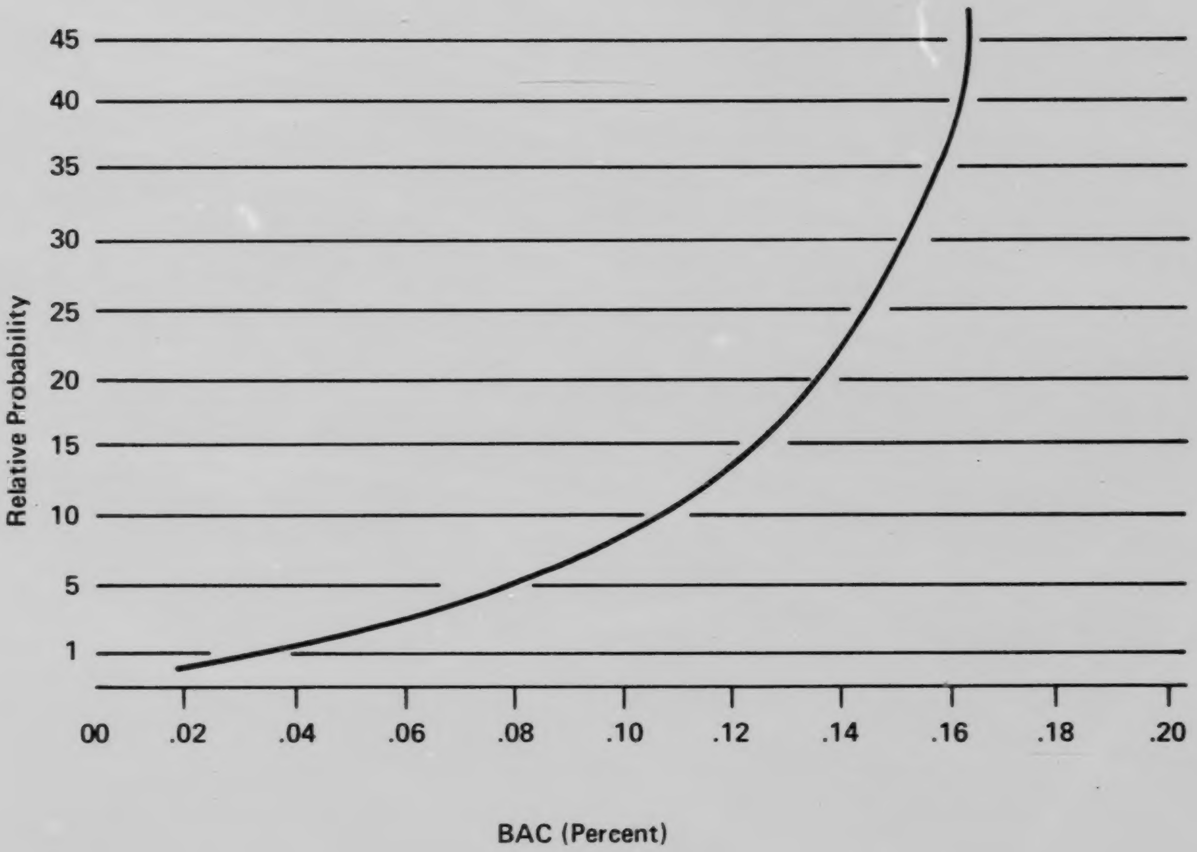
BAC%	Accident Causing Group Equal to or Exceeding		Control Group Equal to or Exceeding	
Percent	Number	Percent	Number	Percent
0.00	3305	100.0	7590	100.0
0.01	701	21.2	834	11.0
0.02	602	18.2	558	7.4
0.03	562	17.0	424	5.6
0.04	539	16.3	328	4.3
0.05	501	15.2	245	3.2
0.06	471	14.3	189	2.5
0.07	441	13.3	145	1.9
0.08	416	12.6	113	1.5
0.09	387	11.7	85	1.1
0.10	358	10.8	58	0.8
0.11	308	9.3	44	0.6
0.12	273	8.3	37	0.5
0.13	235	7.1	21	0.3
0.14	206	6.2	17	0.2
0.15	186	5.6	14	0.2
0.16	154	4.7	10	0.1
0.17	128	3.9	8	0.1
0.18	99	3.0	7	0.1
0.19	78	2.4	5	0.1
0.20	63	1.9	4	0.1
0.21	49	1.5	2	0.0
0.22	38	1.2	2	0.0
0.23	31	0.9	2	0.0
0.24	24	0.7	1	0.0
0.25	18	0.5	1	0.0
0.25+	15	0.5	0	0.0

Source: R. F. Borkenstein and others. "Role of the Drinking Driver in Traffic Accidents," Indiana University, March 1964, p. 230.

Activity	Instructor Ref. & Aids	Time
2.2.3-C.2 (cont.)		
h. Drivers with BAC ≥ .15% caused almost 6% (5.6%) of accidents but were less than .2% of driving population.		
i. Study developed an estimate of probability of causing an accident at various BACs (see Chart 2-1).	Ref. #7, p. 166. Aid. Transparency of Chart 2-1 (2.2.3-C.2.i) (1).	
j. When BAC of .06% is reached, the accident probability is double that of BAC of .00%.		
k. When BAC of .10% is reached, the accident probability is six to seven times as great as .00% BAC.		
l. When BAC of .15% is reached, the accident probability is 25 times greater than that of a sober driver.		
m. When BAC ≥ .20% is reached, the accident probability would be extremely high (data in study too scarce to plot satisfactory estimate).		
3. Department of Transportation Alcohol Countermeasures Program, June, 1970.	Ref. #4, pp. II-1-2, 9.	
a. Relationship between BAC and fatalities (see Chart 2-2).	Aid. Transparency of Chart 2-2 (2.2.3-C.3.a) (1).	
b. Data for three groups presented.		

Chart 2 - 1

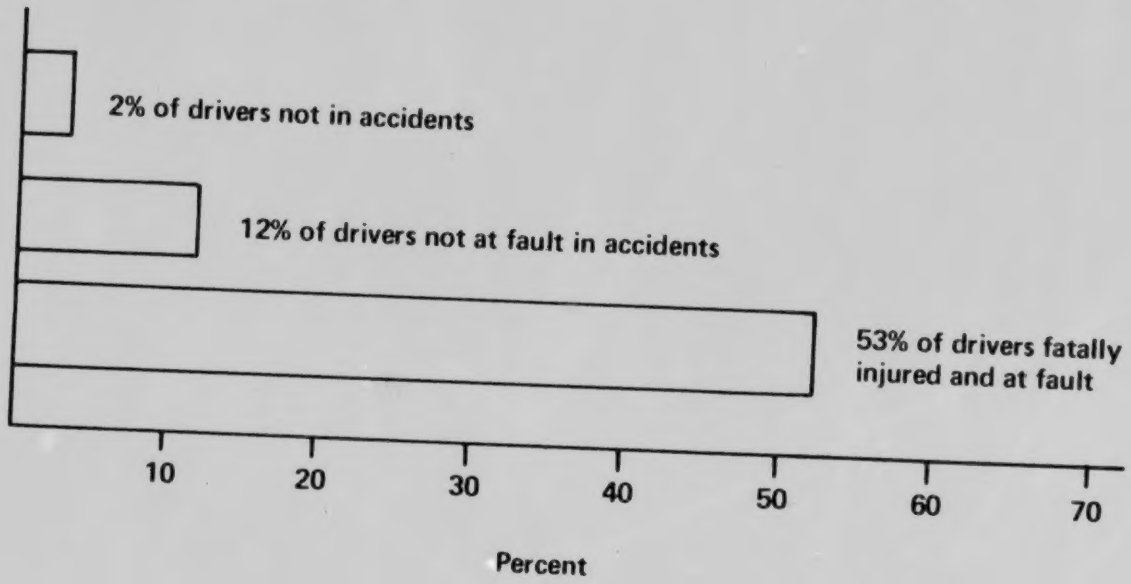
RELATIVE PROBABILITY OF CAUSING AN ACCIDENT BY BAC



Source: R. F. Borkenstein and others. "Role of the Drinking Driver in Traffic Accidents," Indiana University, March 1964, p. 166.

Chart 2 - 2

BLOOD ALCOHOL ABOVE .10% AND FATAL ACCIDENTS



Source: "Alcohol Safety Countermeasures Programs," National Highway Traffic Safety Administration, Department of Transportation, June 8, 1970, pp. 2 - 9.

Activity	Instructor Ref. & Aids	Time
2.2.3-C.3 (cont.) c. First bar on graph relates to drivers stopped on roads at times and places of fatal accidents and given breath test. Showed that 2% of drivers had BAC $\geq$ .10%; i.e., one in fifty drivers on road at these times and places is DWI. d. Second bar represents BAC measurement of drivers fatally injured who were judged not to be at fault. 12% had BACs $\geq$ .10%. e. Third bar represents BAC of drivers fatally injured who were judged at fault, 53%. f. Thus, while only 2% of drivers on road are DWI, they account for 1/2 of the "at fault" drivers in fatal accidents. g. These data relate to only the driver himself. While many of these accidents are single vehicle accidents in which only the DWI driver was killed, many others involve multiple vehicle accidents in which an innocent party is killed. 4. California Traffic Safety Foundation studies into drinking driver accidents.		

Activity	Instructor Ref. & Aids	Time
2.2.3-C.4 (cont.)		
a. Three studies conducted; i.e.:	Ref. #11.	
"Pilot Study on Accident Involvement in Fatal Motor Vehicle Accidents in 8 California Counties in 1962," 1963.		
"Alcohol Involvement in Fatal Motor Vehicle Accidents in 41 California Counties in 1966," 1967.	Ref. #13.	
"Alcohol Involvement in Fatal Motor Vehicle Accidents in California--1962-1968," 1969.	Ref. #12.	
b. In the 1963 Pilot Study, the BACs of 633 driver fatalities were taken by county coroners:	Ref. #11.	
(1) 54% had been drinking.		
(2) 266 cases were single vehicle crashes in which 67% had been drinking and 59% had BAC $\geq$ .10%.		
(3) 30 drivers hit parked cars, 63% had BACs $\geq$ .10%.		
(4) Significant differences were found in BACs between "responsible" and "non-responsible" drinking drivers (see Table 2-5).	Aid. Transparency of Table 2-5 (2.2.3-C.4.b) (1).	
c. In the 1969 study, 5123 driver fatals were tested for alcohol:	Ref. #12.	
(1) 53% HBD.		

Table 2-5

BAC DIFFERENCES BETWEEN RESPONSIBLE AND NON-RESPONSIBLE DRIVERS

Alcohol Intake	Responsible Driver	Non-Responsible Driver	Difference
HBD	55%	20%	2.5 to 1
.10% up	44%	12.8%	3.4 to 1
.15% up	35%	5%	7 to 1

Source: Royal A. Neilson, "The Deadly Tranquilizer," Traffic Safety Magazine, Vol. 64, No. 4, pp. 8-10, April 1964.

Activity		
	Instructor Ref. & Aids	Time
2.2.3-C.4.c (cont.)		
(2) 44% had BACs ≥ .10%.		
(3) 34% had BACs ≥ .15%.		
(4) Approximately 9% had BACs ≥ .25%.		
(5) Results of study broken down by types of accidents and by responsibility in Table 2-6.	Aid. Transparency of Table 2-6 (2.2.3-C.4.c) (1).	
5. Indiana University study on "Systems Approach to Analysis of Drinking Driver Control System," November 1970.	Ref. #10, pp. 54-56.	
a. Used data from other research to develop DWI control models.		
b. Computed risk of involvement in accident with a DWI.		
c. Table 2-7 shows fatal, injury and property damage rates per 100 million vehicle miles, per 1000 population and per 1000 registered drivers.	Aid. Transparency of Table 2-7 (2.2.3-C.5.c) (1).	
d. Table 2-8 shows the estimated probability of involvement with a DWI before a certain point in time:	Aid. Transparency of Table 2-8 (2.2.3-C.5.d) (1).	
(1) Period of time used is 50 years to approximate a lifetime of driving.		

Table 2-6

ACCIDENT INVOLVEMENT IN FATAL MOTOR VEHICLE ACCIDENTS IN CALIFORNIA 1962-68

Types of Accidents	Cases Tested for Alcohol	% HBD	% with BAC-.10%	% with BAC-.15%	% with BAC-.25%
One vehicle--driver fatally injured.	2521	65	56	44	11
Vehicle struck non-moving vehicle--driver fatally injured.	156	56	47	35	10
Vehicle struck non-moving vehicle--driver of non-moving vehicle injured.	19	37	32	21	11
More than one vehicle and in motion--driver in responsible vehicle fatally injured.	1433	52	43	34	9
More than one vehicle and in motion--driver in non-responsible vehicle fatal.	666	20	10	5	1
More than one vehicle and in motion--responsibility of fatal driver unknown.	225	28	19	12	2
More than one vehicle and in motion--two or more drivers fatally injured.	103	41	30	26	5

Source: Royal A. Neilson, "Alcohol Involvement in Fatal Motor Vehicle Accidents in California--1962-68," California Traffic Safety Foundation, 1969.

Table 2-7

FATAL AND INJURY ACCIDENT RATES--1968

Category	Per 100 Million Vehicle Miles	Per 1000 Population	Per 1000 Reg. Drivers
Fatal Accidents			
All	4.5	.23	.43
Accidents with Drivers BAC ≥ .10%	2.3	.12	.22
Injury Accidents			
All	258	8.3	15.7
Accidents with Drivers BAC ≥ .10%	51.6	1.7	3.1
Property Damage Accidents			
All	2050	66	125
Accidents with Drivers BAC ≥ .10%	144	4.6	8.8

Source: K. B. Joscelyn and others. "A Systems Approach to Analysis of the Drinking Driver Control System," University of Indiana, November 1970, p. 54.

Table 2-8

PROBABILITY THAT A DRIVER WILL BE INVOLVED IN AT LEAST ONE ACCIDENT WITH A DWI DRIVER DURING A DRIVING LIFETIME

Accident Category	Meantime Before Involvement, Years	Probability of Involvement In Driving Lifetime (50 yrs.)
Fatal	455	.11
Injury	322	.14
Property Damage	114	.35
Any of Above	83	.45

Source: K. B. Joscelyn and others. "A Systems Approach to Analysis of the Drinking Driver Control System," Indiana University, November 1970, p. 56.

Activity	Instructor Ref. & Aids	Time
2.2.3-C.5.d (cont.)		
(2) Table 2-8 shows there is about a 50-50 chance that a driver will be in some kind of accident involving a DWI during his driving lifetime.		
(3) Table 2-8 shows that there is about one chance in ten that a driver will be involved in a fatal accident with a DWI during his lifetime.		
6. Wisconsin annual studies on BAC testing from motor vehicle deaths, 1968-70.	Ref. #6.	
a. 1970 report shows 439 drivers tested with 264 (60%) showing some alcohol content in blood.		
b. Of 264 decedents with alcohol in blood, 233 (53%) had BAC ≥ .05%.		
c. 161 (37%) had BAC = .15%.		
d. These results very similar to those found in 1968 and 1969 studies.		
7. Other studies that have considered the role of alcohol and highway safety:		
a. American Medical Association, 1968.	Ref. #1, pp. 36-38.	
b. President's Commission on Law Enforcement and the Administration of Justice; Task Force on Drunkenness, 1967.	Ref. #15, pp. 37-39.	

Activity	Instructor Ref. & Aids	Time
2.2.3-C.7 (cont.)		
c. Study transmitted by Secretary of Department of Transportation to 90th Congress entitled "1968 Alcohol and Highway Safety Report," August 1968.	Ref. #2, pp. 15-16, 29.	
d. International Association of Chiefs of Police study to develop Alcohol Enforcement Countermeasures Manual.	Ref. #3, pp. 27, 31, 35.	
2.2.4 Summary of unit.		3
A. Review briefly the content covered in the unit.		
1. Classification of drinking drivers.		
2. Nature, extent and impact of accidents related to drinking and driving.		
3. Problems with accident records as indicators.		
4. Research relating drinking to accidents.		
B. Answer students' questions pertaining to content of unit.		

Subject #3

PREPARING FOR ALCOHOL ENFORCEMENT TASK

1:30 Hours

Subject Objective:

To understand the drinking driver characteristics, patterns, and incidents and be able to select appropriate patrol area for alcohol enforcement.

Subject Units:

3.1 Drinking and driving incidents, characteristics and patterns.

3.2 Selecting the patrol area.

Lesson Plan

Unit 3.1

Drinking and Driving Incidents, Characteristics and Patterns

Unit Objective:

To understand the nature of drinking driving incidents and impaired driver characteristics and patterns.

Terminal Objectives:

3.1.3 . . . be able to demonstrate an understanding of the nature of the drinking driver population and the numbers of drivers operating a vehicle while impaired.

3.1.4 . . . be able to demonstrate an understanding of the characteristics and driving patterns of impaired drivers.

3.1.5 . . . be able to demonstrate an understanding of the probabilities of drivers on the road who are impaired.

3.1.6 . . . be able to demonstrate an understanding of the use of alcohol enforcement as a deterrence.

References:

1. Alcohol and Highway Safety Report. Study submitted by Secretary of Department of Transportation to 90th Congress, August, 1968.

2. Alcohol and the Impaired Driver. Chicago: American Medical Association, 1968.

3. Borkenstein, R. F., and others. "Role of Drinking Driver in Traffic Accidents," Bloomington, Indiana: Department of Police Administration, Indiana University, March, 1964.

References: (cont.)

4. Carlson, W. L., and others. "Washtenaw County BAC Roadside Survey," Ann Arbor, Michigan: Highway Safety Research Institute, University of Michigan, September, 1971.

5. Neilson, Royal A., "The Deadly Tranquilizer," Traffic Safety Magazine, Vol. 64, No. 4, pp. 8-10, April, 1964.

6. Task Force Report: Drunkenness. Washington, D. C.: President's Commission on Law Enforcement and Administration of Justice, 1967.

Materials:

1. Student Manual.

2. Transparency of Table 3-1 on alcohol consumption (3.1.3-A.2.a) (1).

3. Transparency of Chart 3-1 on alcohol consumption and driving (3.1.3-A.3.a) (1).

4. Transparency of Table 3-2 on comparing BAC to drinks required (3.1.3-A.5.a) (1).

5. Transparency of Table 3-3 on distribution of drivers by BAC (3.1.3-B.2.g) (1).

6. Transparencies of Table 3-4 (3.1.4-A.1.a) (1) and Chart 3-2 (3.1.4-A.1.b) (1) on distribution of drivers by BAC and age groups.

7. Transparency of Chart 3-3 on % of drivers on road with various BACs (3.1.5-A.2) (1).

8. Transparencies of violation estimates (3.1.5-B.1. a&b) (3).

9. Transparency of Table 3-5 on deterrence factor in alcohol enforcement patrol (3.1.6-A.1) (1).

Equipment:

1. Overhead projector.

Assignment:

1. Read Unit 3.1 in Student Manual on Drinking and Driving Incidents, Characteristics and Patterns.

Study Questions:

1. How many one ounce shots would you have to consume to reach a BAC of .05%? .10%? .15%?
2. What kinds of impairment is caused by various levels of BAC?
3. What percent of drivers on roads at all hours have been drinking? are ≥ .05%? are ≥ .10%?
4. What percent of drivers on secondary roads at nighttime have been drinking? are ≥ .05%? are ≥ .10%? are ≥ .15%?
5. What age group of drivers have the highest exposure during nighttime driving? The greatest number of drinking drivers?
6. How many violations per year would be committed by 100 DWI drivers? How many per average DWI driver?
7. Do you think an increased drunk patrol would deter the drinking driver? To what extent?

Learning Activity

Unit 3.1

Drinking and Driving Incidents, Characteristics and Patterns

Activity		
	Instructor Ref. & Aids	Time
Unit Objective:		
To understand the nature of drinking and driving incidents and impaired driver characteristics and patterns.		
Content Topics:		
3.1.1 Review of previous subject. 3.1.2 Overview of unit. 3.1.3 Nature of drinking and driving incidents (offenses) in total driving population. 3.1.4 Characteristics of driving patterns of impaired drivers. 3.1.5 Probabilities of drivers on road who have been drinking. 3.1.6 Use of alcohol enforcement as a deterrence (prevention). 3.1.7 Summary of unit.		
3.1.1 Review of previous subject.		1
A. Review briefly the role of alcohol on highway safety.		
Note: Time spent on this topic will depend on amount of time that has passed since presentation of previous subject.		
1. Effects of alcohol on human body.		
a. Physiological process of alcohol absorption.		

Activity	Instructor Ref. & Aids	Time
3.1.1-A.1 (cont.)		
b. Physiological process of alcohol metabolism.		
c. Physiological process of alcohol elimination.		
d. Individual tolerance in use of alcohol.		
e. Effects of alcohol on brain and body functions.		
2. Nature and scope of drinking driver problem.		
a. Classification of drinking drivers.		
b. Nature, extent and impact of accidents related to drinking and driving.		
c. Problem with accident records as indicators.		
d. Research relating drinking to accidents.		
B. Relate previous subject to objective of this unit.		
3.1.2 Overview of unit.		2
A. Point out topics to be covered in unit.		
B. Describe learning objectives for unit.		
C. Give brief overview of content to be covered in topics.		
1. Nature of drinking and driving incidents in total driving population.		

Activity	Instructor Ref. & Aids	Time
3.1.2-C (cont.)		
2. Characteristics and driving patterns of impaired drivers.		
3. Probabilities of drivers on road who have been drinking.		
4. Use of alcohol enforcement as a deterrent (prevention).		
D. Explain method to be used in studying unit.		
1. Pre-assigned reading in Student Manual.		
2. Questions over content of unit.		
3. Review and discussion of student responses.		
3.1.3 Nature of drinking and driving incidents in total driving population.		30
* * * *		
Learning Objective:		
. . . When asked to describe the nature of drinking and driving offenses in the total driving population, the student will be able to demonstrate an understanding of the nature of these offenses by discussing the relationship of road use to alcohol consumption and the numbers of drivers operating a vehicle who are impaired with 80% accuracy according to information obtained in class.		
* * * *		
Note: The following content for this and subsequent topics of this unit should be assigned reading prior to class. Review sufficiently to assure understanding.		

Activity	Instructor Ref. & Aids	Time
3.1.3 (cont.)		
A. Review the nature of the driving population and relate to alcohol consumption.		
1. Numbers and types of exposure indices in total population:		
a. Vehicle registration.		
b. Licensed drivers.		
c. Annual vehicle mileage.		
2. Alcohol consumption:		
a. 65% of adult population (over 21) report they drink alcoholic beverages (see Table 3-1). - Males consume 80% of the total amount.	Ref. #2, p. 3. Aid. Transparency of Table 3-1 (3.1.3-A.2.a) (1).	
b. National consumption is about 2 gallons per person per year for people over 15 years of age -- or about 1.5 oz. of 80 proof whiskey per person per day.	Ref. #5, p. 9.	
c. In California, for every tank of gasoline burned, one gallon of intoxicating beverage is consumed by a human being.		
3. Relationships of individuals of driving age who drink, who drive and who do both:	Ref. #1, pp. 53, 61.	
a. A majority of persons of driving age also drink, but not necessarily in combination with driving.	Aid. Transparency of Chart 3-1 (3.1.3-A.3.a) (1).	

Table 3-1

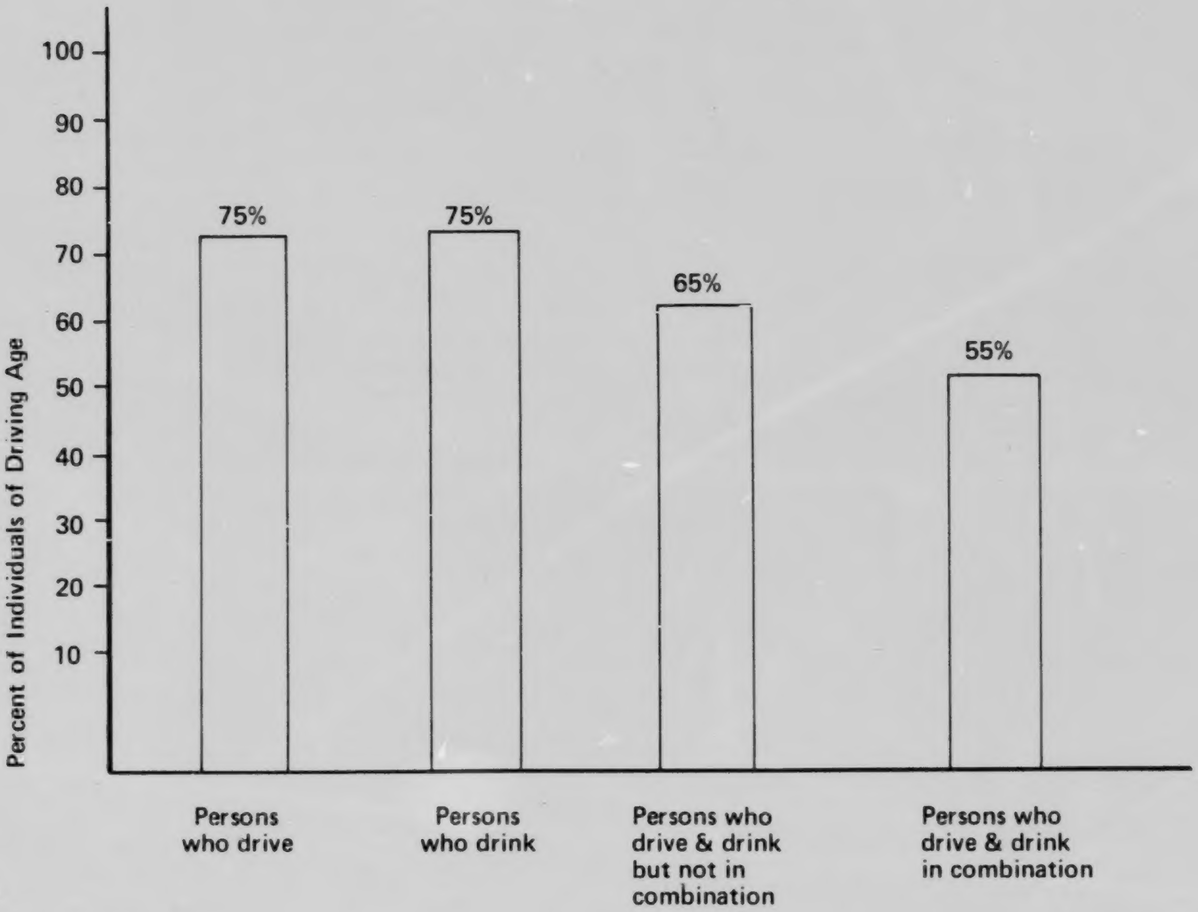
PERCENTAGE OF POPULATION DRINKING VARIOUS KINDS OF BEVERAGES

Type of Beverage	Percent of Total Population
Wine only	4
Beer only	15
Wine & Beer only	6
Liquor only	7
Wine & Liquor	3
Beer & Liquor	11
Wine, Beer & Liquor	16
Other (cordials, liqueurs, etc.)	3
Total	65

Source: Alcohol and the Impaired Driver. Chicago: American Medical Association, 1968, p.3.

Chart 3 - 1

PERCENTAGE OF INDIVIDUALS OF DRIVING AGE WHO DRIVE, WHO DRINK, WHO DO BOTH, BUT NOT NECESSARILY IN COMBINATION, AND WHO DO BOTH IN COMBINATION.



Source: Alcohol and Highway Safety. Submitted by Secretary of Department of Transportation to 90th Congress, August 1968, p. 61.

Activity	Instructor Ref. & Aids	Time
3.1.3-A.3 (cont.)		
b. A majority of drivers who drink and also drive combine the two activities (see Chart 3-1).		
4. Relationship of consumption to impairment:	Ref. #6, p. 37.	
a. Alcohol impairs sensory, perceptual, psychomotor and mental functions.		
b. Impairment is visible even at low BACs.		
c. Lab tests and actual operation of vehicles on experimental field courses show deterioration of performance at minimal BACs; i.e., .03%-.04%.		
d. Impairment becomes increasingly severe with increased amount of alcohol in blood.		
- .05% created tendency to drive toward ditch in 82% of cases.		
- .10% and above caused deviation from traffic lane, average speed deviations and increased time to return to correct lane.		
- It is estimated that at .10% BAC driving ability deteriorates 15%.		
- It is estimated that at .15% BAC driving performance deficit is 30%.		
- Deterioration of judgment occurs at levels below .05%.		

Activity	Instructor Ref. & Aids	Time
3.1.3-A.4.d (cont.)		
- Efficiency is reduced at the same time that a driver's confidence in his own ability increases.		
5. Relationship of BAC to amount consumed (intake):		
a. Concentration of alcohol in blood and approximate number of drinks one must imbibe to reach that level of blood alcohol (see Table 3-2).	Aid. Transparency of Table 3-2 (3.1.3-A.5.a) (1).	
B. Review studies showing number of drivers operating vehicles under influence of alcohol.		
1. 7590 drivers given breath tests in Grand Rapids study (control group, random sample).	Ref. #3, p. 211.	
a. 834 (11%) had been drinking.		
b. 245 (3.2%) had BAC ≥ .05%.		
c. 58 (.75%) had BAC ≥ .10%.		
d. 14 (.2%) had BAC ≥ .15%.		
2. 746 drivers were given roadside breath tests during HSRI study (one month -- 16 different nights).	Ref. #4, pp. 1, 16.	
a. Measurement of nature and extent of alcohol usage within nighttime driving population.		
b. Drivers randomly selected by team member and stopped by police officers.		

Table 3-2

COMPARISON OF BAC TO NUMBER OF DRINKS REQUIRED TO ATTAIN THAT LEVEL

BAC	Approx. No. of Drinks (1 fluid oz. of 86 proof)
.01 - .04	up to 2
.05 - .09	3 - 5
.10 - .14	6 - 8
.15 - .19	9 - 11
.20 - .24	11 - 14
.25 - .29	14 - 16
.30 - .34	17 - 19
.35 - .39	20 - 21

Source: Task Force Report: Drunkenness, Washington, D. C.: President's Commission on Law Enforcement and Administration of Justice, 1967, p. 37.

Activity	Instructor Ref. & Aids	Time
3.1.3-B.2 (cont.)		
c. 19% of drivers tested had BAC ≥ .02%.		
d. 10% of drivers had BAC ≥ .05%.		
e. 4% of drivers had BAC ≥ .10%.		
f. 1% of drivers had BAC ≥ .15%.		
g. Highest proportion of drinking drivers found during early morning hours and on less traveled roads. (Table 3-3 sets forth the number and proportion of drivers in each BAC category.)	Aid. Transparency of Table 3-3 (3.1.3-B.2.g)(1).	
3. 1750 drivers were stopped at random at all hours during one week in Evanston, Illinois, in 1938.	Ref. #2, p. 43.	
a. 12% of all drivers had been drinking.		
b. 2% had BACs ≥ .10%.		
c. 4% had BACs ≥ .15%.		
3.1.4 Characteristics and driving patterns of impaired drivers.		20
* * * *		
Learning Objective:		
. . . When asked to describe the characteristics and driving patterns of the impaired driver, the student will be able to demonstrate an understanding of these characteristics and patterns by listing and explaining the various characteristics and patterns with 80% accuracy according to information obtained in class.		

Table 3-3

DISTRIBUTION OF DRIVERS BY BAC

	0	.01	.02-.04	.05-.07	.08-.09	.10-.14	.15-.19	.20-.22	Total
No.	559	47	64	35	11	22	6	2	746
%	74.7	6.3	8.6	4.7	1.5	3.0	.8	.3	100

Source: Carlson, W. L., and others. "Washtenaw County BAC Roadside Survey," Ann Arbor, Michigan: Highway Safety Research Institute, University of Michigan, September 1971, p. 16.

Activity	Instructor Ref. & Aids	Time
3.1.4 (cont.)		
A. Review the characteristics of the impaired driver.		
1. Age distribution in drinking and driving.	Ref. #4, p. 26.	
a. Drinking drivers at BACs of .02%, .05% and .10% are involved to the same proportion in all age groups from 21 to 60 (see Table 3-4).	Aid. Transparency of Table 3-4 (3.1.4-A.1.a) (1).	
b. Exposure for each age group to nighttime driving is plotted in Chart 3-2.	Aid. Transparency of Chart 3-2 (3.1.4-A.1.b) (1).	
- Percentage of total population in each age group.		
- Chart shows distribution of drivers with BAC ≥ .05% by age group.		
- Also relates age group to fatalities with BAC ≥ .05%.		
- Since more persons under 25 are both driving and drinking, more will be killed in alcohol related crashes.		
- All three distributions peak at age 21-25.		
- Data clearly suggests that drinking driver countermeasures should emphasize the 21-25 year old driver.		
2. There is a positive association between estimated annual mileage and distribution of alcohol level.	Ref. #3, p. 180, 233.	

Table 3-4

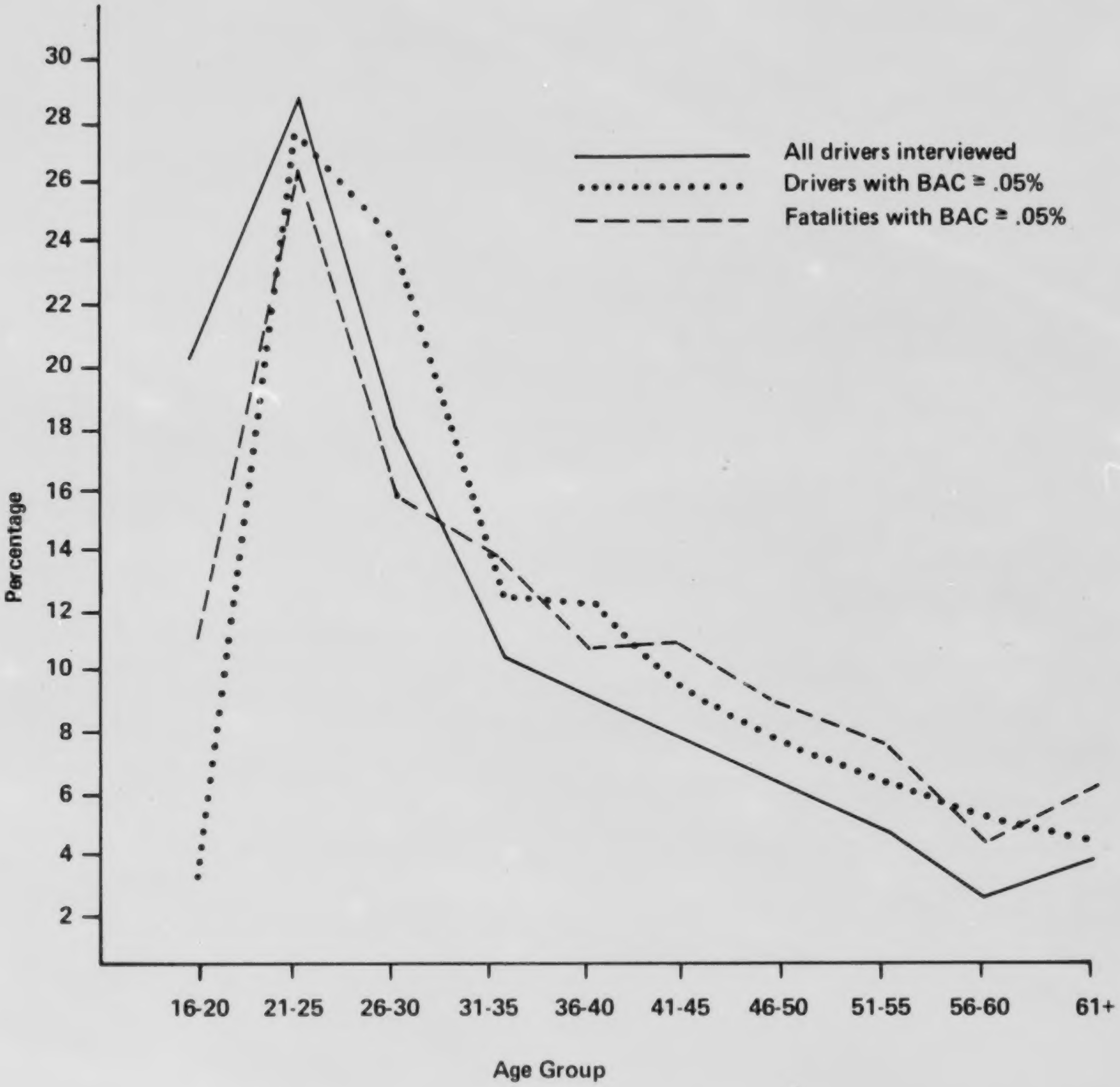
NUMBER AND PROPORTION OF DRIVERS AT OR ABOVE THE INDICATED BAC BY AGE GROUP

Age Group	.02%	.05%	.10%	Number Observed
16-20	10 (7%)	2 (1%)	0 -	150
21-25	44 (21%)	22 (11%)	6 (3%)	210
26-30	27 (21%)	18 (14%)	8 (6%)	126
31-35	16 (23%)	9 (13%)	6 (9%)	69
36-40	12 (27%)	8 (18%)	2 (5%)	44
41-45	9 (23%)	5 (13%)	1 (3%)	39
46-50	9 (23%)	5 (13%)	3 (8%)	40
51-55	9 (30%)	4 (13%)	3 (10%)	30
56-60	2 (11%)	2 (11%)	1 (6%)	18
61+	2 (11%)	1 (5%)	0 -	19
Total	140 (19%)	76 (10%)	30 (4%)	745

Source: Carlson, W. L., and others. "Washtenaw County BAC Roadside Survey," Ann Arbor, Michigan: Highway Safety Research Institute, University of Michigan, September 1971, p. 27.

Chart 3 - 2

DISTRIBUTION BY AGE OF DRIVER SUBGROUPS



Source: Carlson, W. L., and others. "Washtenaw County BAC Roadside Survey," Ann Arbor, Michigan: Highway Safety Research Institute, University of Michigan, September, 1971, p.28.

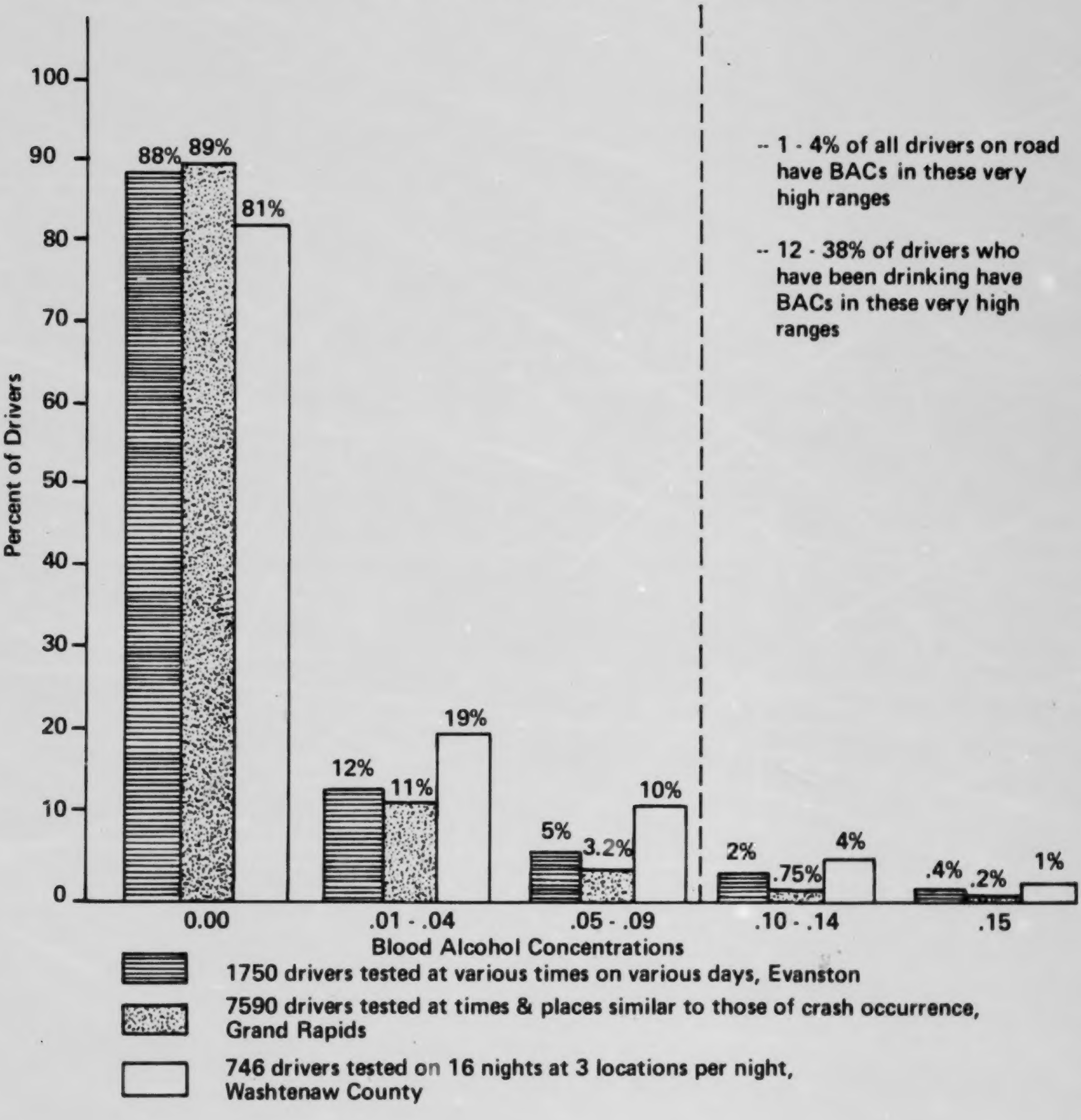
Activity		
	Instructor Ref. & Aids	Time
3.1.4-A (cont.)		
3. Numerous other characteristics of the drinking driver have been identified in current research; e.g.:		
a. Sex distribution and BACs.		
b. Occupational distribution and BACs.		
c. Race distribution and BACs.		
d. Income distribution and BACs.		
e. Education and BACs.		
B. Review the drinking and driving patterns of impaired drivers.		
1. Drinking patterns were studied for 748 persons in Washtenaw County.	Ref. #4, p. 31.	
a. 16% of drivers stated they did not drink.		
b. 48% of drivers stated they did not have a drink on day of interview.		
c. 36% of drivers stated they had a drink on day of interview.		
2. Drinking patterns were studied for 7067 persons in the Grand Rapids study. According to drivers' statements:	Ref. #3, p. 235.	
a. 25.77% abstain.		
b. 14.93% drink once a year.		
c. 15.24% drink once a month.		

Activity	Instructor Ref. & Aids	Time
3.1.4-B.2 (cont.)		
d. 22.71% drink once a week.		
e. 11.07% drink 3 times per week.		
f. 10.29% drink daily.		
g. About 4 times more lunch and afternoon drinkers than morning drinkers.		
h. Four times more before dinner drinkers than lunch and afternoon drinkers.		
i. 70% of drinking is done in evenings.		
j. 37% of respondents felt they could drive safely after more than five drinks.		
3. Trip destinations for drivers in the Washtenaw County study indicated that:	Ref. #4, p. 31.	
a. 2/3 of drivers with BAC ≥ .10% were going home.		
b. 2 of the 748 drivers were going to work.		

Activity	Instructor Ref. & Aids	Time
3.1.5 Probabilities of drivers on road who have been drinking.		10
* * * *		
Learning Objective:		
. . . When asked to estimate the probabilities of drivers on the road having various BACs, the student will be able to make an estimate of the approximate percentages at various BACs with a maximum error of 5% and will be able to state accurately the percentages of drivers on the road with ≥ .10% BAC and percentages of drivers with .15% BAC according to information obtained in class.		
* * * *		
A. Review the probabilities of drivers on the road who have been drinking.		
1. Various research studies discussed above involving roadside surveys point up probability estimates of numbers of drinking drivers on the road.		
a. 1%-4% of all drivers during all hours have BACs ≥ .10%.		
b. 12%-38% of those drivers who have been drinking have BACs ≥ .10%.		
2. Chart 3-3 shows the number of drinking drivers at various BACs identified in each study.	Aid. Transparency of Chart 3-3 (3.1.5-A.2) (1).	

Chart 3 - 3

PERCENTAGE OF DRIVERS ON ROAD WITH VARIOUS BACs



-- 1 - 4% of all drivers on road have BACs in these very high ranges

-- 12 - 38% of drivers who have been drinking have BACs in these very high ranges

Activity	Instructor Ref. & Aids	Time
3.1.5 (cont.)		
B. Review the estimated violations committed by the drinking drivers identified in A.		
1. The Grand Rapids study developed a formula for estimating numbers of violations per DWI driver. a. For every 100 drivers with BAC ≥ .11%, there will be 8000 DWI violations in a year.	Aid. Transparencies of Violations Estimates (3.1.5-B.1.a) (3).	
b. Thus, there is an average of 80 violations/DWI/year.		
3.1.6 Use of alcohol enforcement as a deterrent -- prevention.		5
* * * *		
Learning Objective:		
. . . When asked to discuss the use and value of police patrol as a deterrent for drinking drivers, the student will be able to evaluate and list the evidence found through research and experience that negates any deterrence with 80% accuracy according to information obtained in class.		
* * * *		
A. Review the role of police patrol deterrence in reducing the incidence of drinking and driving.	Ref. #4, p. 37.	
1. Highway Safety Research Institute study points out there is very little evidence of increased patrol deterring the drinking driver (see Table 3-5).	Aid. Transparency of Table 3-5 (3.1.6-A.1) (1).	

Table 3-5

COMPARISON OF BAC GROUP TO NATURE OF INFLUENCE BY INCREASED POLICE PATROL (IN % OF 619 RESPONDENTS WHO HAD BEEN DRINKING)

BAC	Noticed Police and Influenced	Noticed Police Not Influenced	Did Not Notice	Total
.00 - .01	12.8	22.1	43.1	78.0
.02 - .04	2.4	1.9	5.5	9.8
.05 - .09	1.6	2.3	3.6	7.5
.10+	1.8	.6	2.3	4.7
Total	18.6	26.9	54.5	100.0

Source: Carlson, W. L., and others. "Washtenaw County BAC Roadside Survey," Ann Arbor, Michigan: Highway Safety Research Institute, University of Michigan, September, 1971, p. 37.

Activity	Instructor Ref. & Aids	Time
3.1.6-A.1 (cont.)		
a. Data shows the relationship by BAC to having noticed and been influenced by increased police patrol for alcohol offenses.		
b. 18.6% noticed police and were influenced.		
c. 26.9% noticed police and were not influenced.		
d. 54.5% did not notice police.		
2. Conclusions that might be drawn:		
a. Research has not discovered any significant deterrence through DWI enforcement.		
b. Experience shows that many drinking drivers (especially problem drinkers) continue drinking and driving after apprehension and conviction.		
c. Apparently we can place little hope on deterrence.		
3.1.7 Summary of unit.		2
A. Review briefly the content covered in the unit.		
1. Nature of drinking and driving incidents in total driving population.		
2. Characteristics and driving patterns of impaired drivers.		
3. Probabilities of drivers on road who have been drinking.		

Activity	Instructor Ref. & Aids	Time
3.1.7-A (cont.) 4. Use of alcohol enforcement as a deterrent -- prevention. B. Answer students' questions pertaining to content of this unit.		

Lesson Plan

Unit 3.2

Selecting the Patrol Area

Unit Objective:

To be able to select the appropriate patrol area for DWI enforcement.

Terminal Objectives:

3.2.3 . . . be able to identify potential drinking driver problem areas and plan patrol procedure.

3.2.4 . . . be able to determine the appropriate time for maximum DWI enforcement.

3.2.5 . . . be able to identify alcohol related accident sites and plan patrol procedures.

Reference:

1. Carlson, W. L., and others. "Washtenaw County BAC Roadside Survey." Ann Arbor, Michigan: Highway Safety Research Institute, University of Michigan, September, 1971.

Materials:

1. Student Manual.
2. Transparency of Chart 3-4 on locations of drinking drivers (3.2.3-A.1) (1).
3. Transparency of Chart 3-5 on locations of drinking drivers (3.2.3-B.2.c) (1).
4. Transparency of Table 3-6 (3.2.4-A.2.d) (1) and Chart 3-6 (3.2.4-A.2.e) (1) on persons with positive BAC at specific times.
5. Spot map of local accident experience (to be produced locally).

Materials: (cont.)

6. Accident summary data for local community (to be produced locally).

7. Example of local violation statistics (to be produced locally).

Equipment:

1. Overhead projector.

2. A frame to hold spot maps for demonstration.

Assignment:

1. Read Unit 3.2 in Student Manual on Selecting the Patrol Area.

Study Questions:

1. Where do you think most drinking takes place? At home? At parties? In bars? Other places?

2. Where would you expect to find the greatest number of drinking driver? Rural area? Suburban areas? Central city? Other areas?

3. During what time periods would most drinking drivers be on the road?

4. How could you plan your enforcement activities to accommodate the drinking driver times and locations?

5. How would you determine the alcohol related accident locations in your jurisdiction? How would you use spot maps? Accident summaries? Violation data?

Learning Activity

Unit 3.2

Selecting the Patrol Area

Activity	Instructor Ref. & Aids	Time
Unit Objective:		
To be able to select the appropriate patrol area for DWI enforcement.		
Content Topics:		
3.2.1 Review of previous unit. 3.2.2 Overview of unit. 3.2.3 Location of DWI problem areas. 3.2.4 Time frames for drinking driver offenses. 3.2.5 Identifying alcohol related accident sites. 3.2.6 Summary of unit.		
3.2.1 Review of previous unit.		1
A. Review briefly the drinking and driving incidents, characteristics and patterns.		
'Note: Time spent on this topic will depend on time that has passed since presentation of previous unit. '		
1. Nature of drinking and driving incidents (offenses) in total driving population.		
2. Characteristics and driving patterns of impaired drivers.		
3. Probabilities of drivers on road who have been drinking.		
4. Use of alcohol enforcement as a deterrent -- prevention.		

Activity		
	Instructor Ref. & Aids	Time
3.2.1 (cont.)		
B. Relate previous unit to objective of this unit.		
3.2.2 Overview of unit.		2
A. Point out topics to be covered in unit.		
B. Describe learning objectives of unit.		
C. Give brief overview of content to be covered in topics.		
1. Location of DWI problem areas.		
2. Time frames for drinking driver offenses.		
3. Identifying alcohol related accident sites.		
D. Explain method to be used in studying unit.		
1. Pre-assigned reading in Student Manual.		
2. Questions over content of unit.		
3. Review and discussion of student responses.		
3.2.3 Location of DWI problem areas.		5
* * * *		
Learning Objective:		
. . . When asked to discuss locations where drinking drivers are most likely to be found, the student will be able to list and describe those locations with 80% accuracy according to information obtained in class and from manual.		
* * * *		

Activity	Instructor Ref. & Aids	Time
3.2.3 (cont.)		
Note: The following content in this and subsequent topics of this unit is in the Student Manual and should be assigned reading prior to class. Review sufficiently to assure understanding. The following material should be used to serve as a guide for review.		
A. Review the locations most frequently used for drinking.	Ref. #1, pp. 31-33.	
1. Most drinking is done in bars and person's own home (see Chart 3-4).	Aid. Transparency of Chart 3-4 (3.2.3-A.1) (1).	
2. Drinking done in bars resulted in much higher BACs, particularly when there was more than one drinking episode.		
B. Review the locations where drinking drivers are most likely to be found.		
1. The Washtenaw County study found drivers more likely to be on less heavily traveled roads.	Ref. #1, pp. 24-25.	
a. These are routes that carry medium volumes of traffic during daylight and early evening hours.		
b. This does not mean residential streets which contain little traffic during early morning hours.		
2. According to the Washtenaw County study, drinking driver locations may be classified:		
a. Proportion of drinking drivers in rural area.		
b. Proportion of drinking drivers in suburban area.		

Chart 3 - 4

DRINKING LOCATIONS OF PERSON INTERVIEWED IN BAC ROADSIDE SURVEY

			Drinking Episode			
Location	1st		2nd		3rd	
1. Bar or club	78	29%	25	46%	4	44%
2. Restaurant	24	9%	4	8%	2	22%
3. Own Home	82	31%	11	21%	1	11%
4. Friend or Relatives	58	22%	11	21%	2	22%
5. Others*	26	9%	2	4%	-	-
	268	100%	53	100%	9	100%

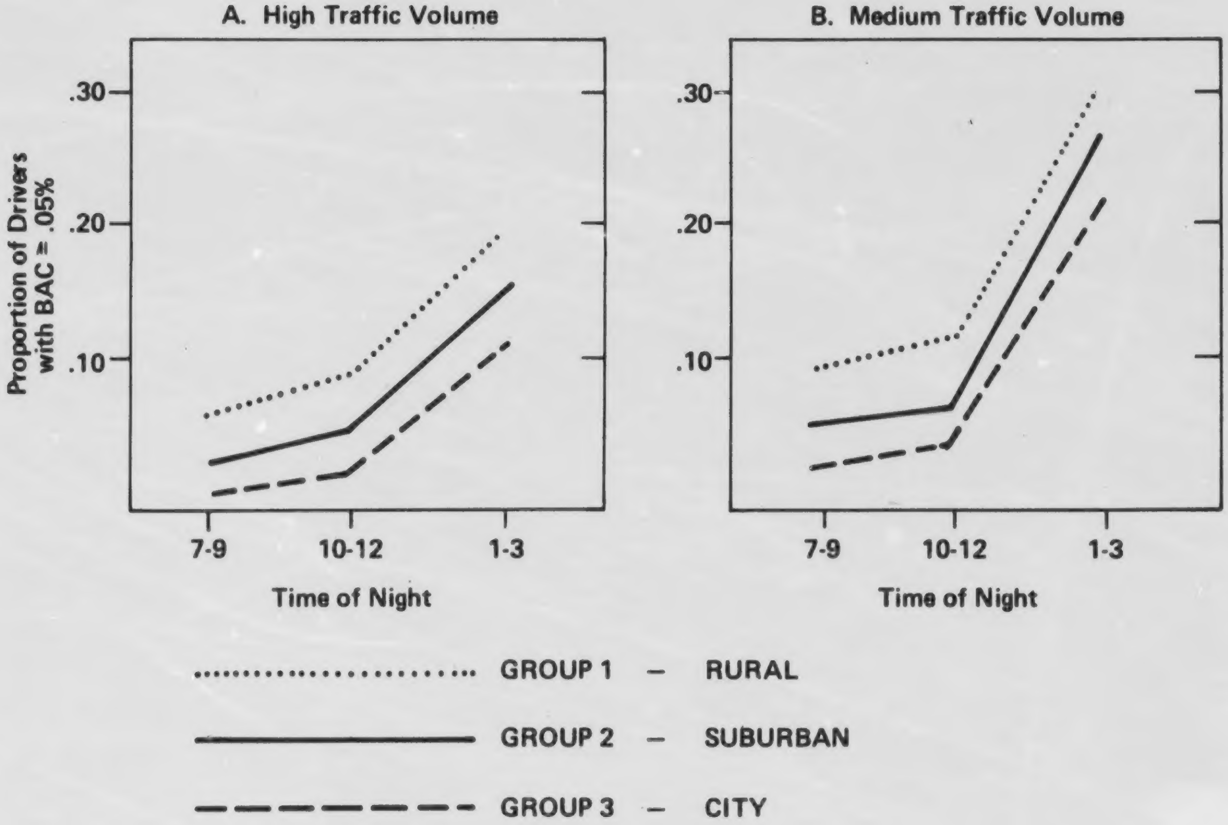
*Parties, weddings, banquets, in vehicles, etc.

Source: Carlson, W. L., and others. "Washtenaw County BAC Roadside Survey," Ann Arbor, Michigan: Highway Safety Research Institute, University of Michigan, September, 1971, p. 33.

Activity	Instructor Ref. & Aids	Time
3.2.3-B.2 (cont.)		
c. Proportion of drinking drivers in urban area -- city (see Chart 3-5).	Aid. Transparency of Chart 3-5 (3.2.3-B.2.c) (1).	
3. Observations of patrol procedures and detection activities during field survey by HTSC disclose that:		
a. A high percentage of drinking drivers are on primary streets with moderate to light traffic.		
b. Numerous drinking drivers are on industrial streets with light traffic.		
c. Numerous drinking drivers are on secondary streets serving public alcohol dispension establishments.		
d. Numerous drinking drivers are arriving and leaving social events that serve alcohol; e.g., dances, etc.		
3.2.4 Time frames of drinking driver offenses.		5
* * * *		
Learning Objective:		
. . . When asked to discuss the time frames of drinking driver offenses, the student will be able to list and explain the most appropriate hours for alcohol enforcement with 80% accuracy.		
* * * *		

Chart 3 - 5

LOCATION OF DRIVERS HAVING HIGH BACs



Source: Carlson, W.L., and others. "Washtenaw County BAC Roadside Survey," Ann Arbor, Michigan: Highway Safety Research Institute, University of Michigan, September, 1971, p. 25.

Activity	Instructor Ref. & Aids	Time
3.2.4 (cont.)		
A. Review the time frames of drinking driver offenses.		
1. Time of drinking offenses is related to locations of offenses in Chart 3-5.	Aid. Transparency of Chart 3-5 (3.2.4-A.1) (1).	
a. There is a sharp increase of drinking offenses after midnight at all locations and for all traffic conditions.		
2. Relationships of time of night to BAC.	Ref. #1, pp. 22-23, 73.	
a. Slow increase in percentage of drinking drivers until midnight.		
b. Rapid upswing from midnight to 1 a.m.		
c. Rapid increase of drinking drivers combined with dramatic decrease in traffic volumes.		
d. Number of persons with positive BAC at specific time is given in Table 3-6.	Aid. Transparency of Table 3-6 (3.2.4-A.2.d) (1).	
e. Percentage of drinking drivers and those with BAC ≥ .05% by time of night is given in Chart 3-6.	Aid. Transparency of Chart 3-6 (3.2.4-A.2.e) (1).	

Table 3-6

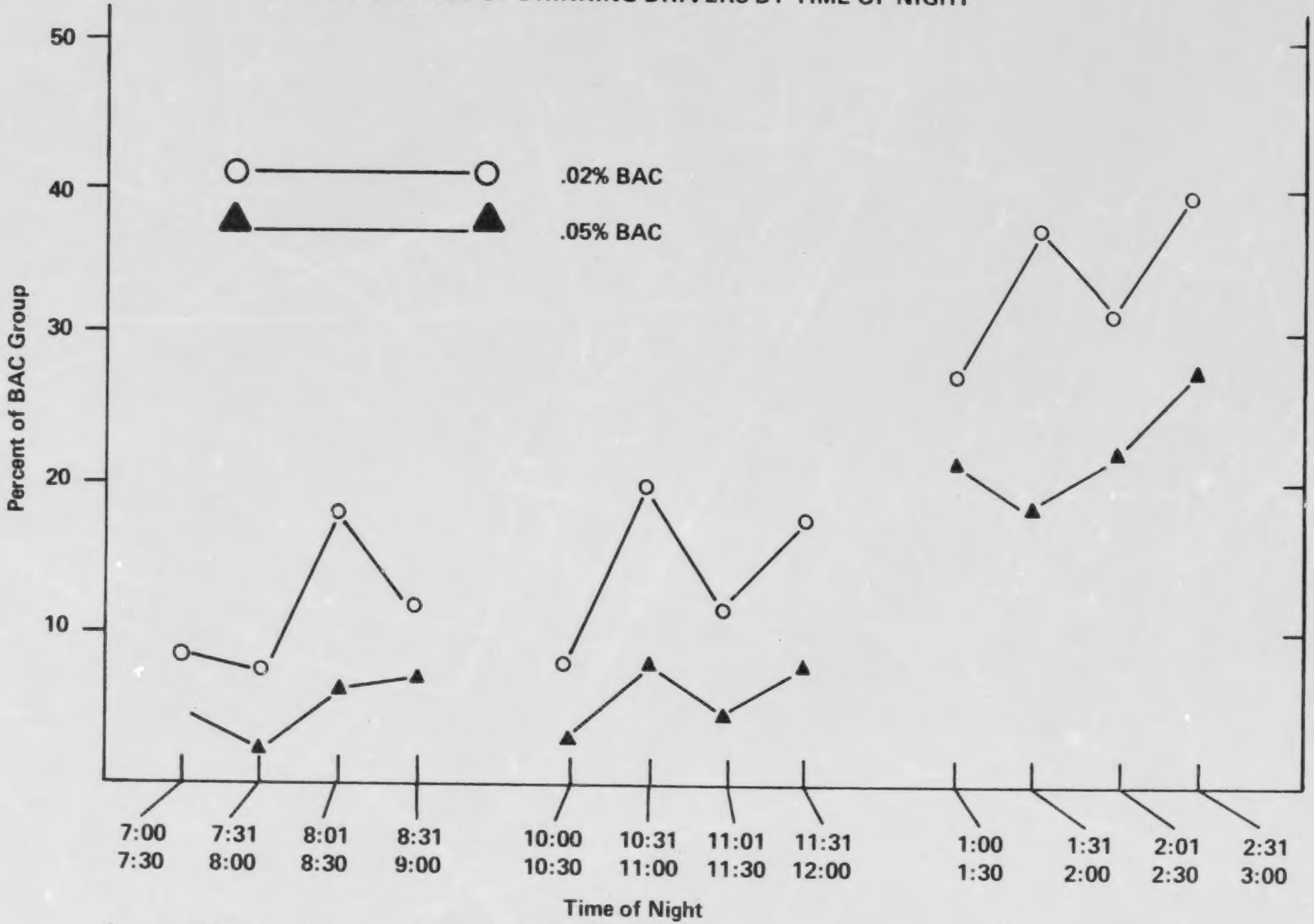
NUMBERS OF PERSONS WITH BACs AT SPECIFIC PERIODS OF TIME

Time	No. of Tests	.02		.05	
		No.	%	No.	%
7:00 - 7:30 pm	22	2	9.0	1	4.5
7:31 - 8:00	61	5	8.2	1	1.6
8:01 - 8:30	66	11	16.7	4	6.1
8:31 - 9:00	76	8	10.5	6	7.9
9:01 - 9:30	30	3	10.0	1	3.3
10:00 -10:30	67	6	9.0	2	3.0
10:31 -11:00	82	16	19.5	8	9.8
11:01 -11:30	71	7	9.8	4	5.6
11:31 -12:00	58	10	17.2	5	8.6
1:00 - 1:30 am	48	14	29.2	10	20.8
1:31 - 2:00	56	21	37.5	10	17.8
2:01 - 2:30	59	18	30.5	12	20.3
2:31 - 3:00	50	20	40.0	13	26.0
	746	141	18.9	77	10.3

Source: Carlson, W. L., and others. "Washtenaw County BAC Roadside Survey," Ann Arbor, Michigan: Highway Safety Research Institute, University of Michigan, September, 1971, p. 73.

Chart 3 - 6

PERCENTAGE OF DRINKING DRIVERS BY TIME OF NIGHT



Source: Washtenaw County BAC Roadside Survey, p. 23.

Activity	Instructor Ref. & Aids	Time
3.2.5 Identifying alcohol related accident sites.		5
* * * *		
Learning Objective: . . . Given a spot map and an accident summary that depicts locations of accidents in a community, and given accident violation statistics, the student will be able to identify the alcohol related accident locations and arrange them in priority order according to their serious nature.		
* * * *		
Note: Spot maps of recent accidents by type and location that are maintained by the local law enforcement agency should be reproduced (photographed, sketched, etc) for this unit. Accident summary data should be obtained from the same source.		
A. Review use of spot maps in determining high accident locations.		
1. Nature and description of spot maps:	Aid. Spot map of local accident experience (locally produced).	
a. Depict fatal accidents in jurisdiction.		
b. Depict injury accidents in jurisdiction.		
c. Depict property damage accidents in jurisdiction.		
d. Depict pedestrian accidents in jurisdiction.		

Activity	Instructor Ref. & Aids	Time
3.2.5-A (cont.)		
2. Interpreting the spot map:		
a. Accident experience on assigned beat.		
b. Identifying the problem areas.		
B. Review use of accident summary data.	Aid. Accident summary data for local community (locally produced).	
1. Nature and description of accident data:		
a. Types of accidents in jurisdiction.		
b. Causes attributed to accidents.		
c. Accident data pertaining to alcohol related crashes.		
2. Interpreting the accident data:		
a. Location of accidents resulting from alcohol related crashes.		
b. Identifying serious alcohol related crash sites.		
C. Review the use of violation statistics.		
1. Nature and trends in accident violations in jurisdiction:	Aid. Local violation statistics (locally produced).	
a. Number and types of violations in jurisdiction.		
b. Numbers of drinking driver violations in accidents.		

Activity	Instructor Ref. & Aids	Time
3.2.5-C (cont.)		
2. Nature and trends of traffic violations in jurisdiction:		
a. Numbers and types of motor vehicle code violations.		
b. Number of drinking driver violations.		
3. Interpreting the violation data:		
a. Location of previous citations and arrests.		
b. Locations of previous drinking driver offenses.		
3.2.6 Summary of unit.		2
A. Review briefly the content covered in this unit.		
1. Location of DWI problem areas.		
a. Locations most frequently used for drinking.		
b. Locations where drinking drivers are most likely to be found.		
2. Time frames of drinking driver offenses.		
a. Relating time of drinking offenses to location.		
b. Relating time of drinking offenses to BAC.		
3. Identifying alcohol related accident sites.		
B. Answer students' questions pertaining to content of this unit.		

Subject #4

DETECTION OF DRINKING DRIVER -- PRE-APPREHENSION

7:00 Hours

Subject Objective:

To understand the nature and purpose of the detection task and develop competency in performance of this task.

Subject Units:

4.1 Nature and description of detection task.

4.2 Types of identification detection clues that indicate DWI.

4.3 Determining enforcement action from detection clues in a given environment.

4.4 Relating identification detection clues to environment.

Appendices:

4-A. Identification Detection Clues.

4-B. Decision Flow Chart.

Lesson Plan

Unit 4.1

Nature and Description of Detection Task

Unit Objective:

To understand the nature of detection activities; the various methods of detection; and the nature of the detection task.

Terminal Objectives:

4.1.3 . . . be able to predict the approximate number of drivers who are drinking and further predict the chances of them being stopped.

4.1.4 . . . be able to list and describe the methods for detecting drinking drivers.

4.1.5 . . . be able to list and define four phases of detection and describe nature of detection task.

References:

1. Borkenstein, R. F., and others, "Problems of Enforcement and Prosecution," ALCOHOL AND HIGHWAY SAFETY. Bethesda, Maryland: U.S. Department of Health, Education and Welfare, May, 1963.

2. ________, "Role of the Drinking Driver in Traffic Accidents," Indiana University, March, 1964.

3. Carlson, W. L., and others, "Washtenaw County BAC Roadside Survey," Highway Safety Research Institute, University of Michigan, September, 1971.

4. Joscelyn, J. D., and Ralph K. Jones. "A Systems Approach to the Analysis of the Drinking Driver Control System," Volume I, Institute for Research in Public Safety, Indiana University, May, 1971.

Materials:

1. Transparency of DWI enforcement assumption (4.1.4-A) (1).
2. Transparency of four types of detection methods (4.1.4-A) (1).
3. Transparencies of four types of detection methods: Surveillance for observing driving behavior (4.1.4-A.1) (1); stopping drivers for non-moving violations (4.1.4-A.2) (1); contacting drivers involved in accidents (4.1.4-A.3) (1); stopping drivers for roadside checks (roadblocks) (4.1.4-A.4) (1).
4. Transparencies of phases of detection (4.1.5-B) (4.1.5-B.1) 4.1.5-B.2) (4.1.5-B.3) (4.1.5-B.4) (4.1.5-C) (6).
5. Transparencies of Tables 4-2 on types of clues (4.1.5-D) (1).

Equipment:

1. Overhead projector.

Assignment:

1. Read materials on nature and description of detection in Unit 4.1 of Student Manual.

Study Questions:

1. How many drinking drivers are on the road?
2. What percent of drinking drivers on the road are officers apprehending?
3. Why is it important to locate the drinking driver?
4. What methods could be used for detecting and apprehending the drinking driver?
5. What techniques are presently being applied to detect and apprehend the drinking driver?
6. What is the level of present alcohol arrest activities?

Learning Activity

Unit 4.1

Nature and Description of Detection Task

Activity		
	Instructor Ref. & Aids	Time
Unit Objective:		
To understand the nature of detection activities, the various methods of detection and the nature of the detection task.		
Content Topics:		
4.1.1 Review of previous lesson.		
4.1.2 Overview of unit.		
4.1.3 Probability of drinking drivers being stopped based on typical enforcement methods.		
4.1.4 Types of detection methods.		
4.1.5 Definition and description of detection task.		
4.1.6 Summary of unit.		
4.1.1 Review of previous subject.	Aid. Use select aids from previous lesson.	2
A. Review briefly the preparation for the alcohol enforcement task.		
'Note: Time spent on this topic will 'depend on amount of time that has passed' 'since presenting previous subject. '		
1. Nature of drinking driver problem.		
2. Selecting the patrol area.		
B. Relate previous lesson to objective of this unit.		

Activity	Instructor Ref. & Aids	Time
4.1.2 Overview of unit.		3
A. Point out topics to be covered in unit.		
B. Describe learning objectives for unit.		
C. Give brief overview of content to be covered in topics.		
1. Scope of detection activities.		
2. Nature of detection activities.		
3. Definition and description of detection phases.		
4.1.3 Probability of drinking driver being stopped based on typical enforcement methods.		30
* * * *		
Learning Objective:		
. . . When given a number of vehicles (motorists) driving in his patrol area during his shift, the student will be able to predict the approximate number of drinking drivers; and further, predict the chances that they will be stopped by using percentages of probability learned in class with a maximum of 10% error.		
* * * *		
A. Discuss the probability of a DWI driver being stopped.		
1. Recent studies show that:		
a. From 1% to 4% of all drivers on road at all hours are at least .10% BAC or above.	Ref. #2.	

Activity	Instructor Ref. & Aids	Time
4.1.3-A.1 (cont.)		
b. 4.1% of drivers on road during hours of 9 P.M. - 3 A.M. are at .10% BAC or above.	*Ref.* #3, p. 6.	
c. 5.6% of drivers on road from 9 P.M. - 3 A.M. are at .08% BAC or above.	*Ibid.*	
d. 10.5% of drivers on road from 9 P.M. - 3 A.M. are at .05% BAC or above.	*Ibid.*	
e. 25.3% of drivers on road from 9 P.M. - 3 A.M. had been drinking.	*Ibid.*	
f. For every 100 drivers with BAC $\geqq$ .11% there will be 8,000 DWI violations in a year or an average of 80 per DWI.	*Ref.* #2.	
2. Estimating risk to drinking driver of being apprehended in act of driving while under the influence:		
a. Formula to determine effectiveness of enforcement: $E_E = N_A/N_V$ = DWI ARRESTS/ DWI VIOLATIONS. $E_E = \frac{N_A}{N_V}$ E_E = Enforcement Effectiveness. N_A = Number of DWI arrests. N_V = Number of DWI violations.	*Ref.* #4, p. 57.	

Activity		
	Instructor Ref. & Aids	Time
4.1.3-A (cont.)		
3. Relating drinking driver percentages to 1971 arrests in Michigan:		
'Note: Michigan arrest data used in' 'following problems as example. '		
a. 5.15 million licensed driver in Michigan (1969).		
b. 27,384 arrests for DWI.		
Thus: (1) When no. of arrests were 27,384.		
(2) When no. of violations can be computed to be 2% of 5.15 million times 80 violations.		
(3) Per DWI = 8,240,000.		
(4) Thus, $E_E = .0033$.		
B. Discuss arrest probability for DWI drivers.		
1. Estimating probability of DWI drivers being arrested:	Ref. #4, p. 58.	
a. Determine arrest probability by formula:		
$P = A/D$		
(1) Where P = Probability of Arrest.		
(2) Where A = No. of arrests.		
(3) Where D = DWI population.		
$P = 27{,}384/103{,}000 = .266$.		
b. Computation results in Table 4-1.		

TABLE 4-1

DWI ARREST PROBABILITY AS A FUNCTION OF TIME AND MILEAGE IN MICHIGAN, 1971

PROBABILITY OF AT LEAST ONE ARREST IN ONE YEAR	MEAN TIME BEFORE ARREST, YEARS	MEAN MILEAGE BEFORE ARREST
.266	3.76	37,594

Activity		
	Instructor Ref. & Aids	Time
4.1.3-B (cont.) 2. Estimating arrest probability as a function of time: a. Determine mean time before arrest by formula: $T = Y/P$ (1) Where T = Mean time before arrest (in years). (2) Where Y = Number of years used as base. (3) Where P = Probability of arrest. $T = 1/.266 = 3.76$ years. 3. Estimating arrest probability as a function of mileage: a. Determine mean mileage before arrest by formula. $M = AAM/P$ (1) Where M = Mean Mileage before arrest. (2) Where AAM = Average annual mileage per driver. (3) Where P = Probability of arrest. $M = 10{,}000/.266 - 37{,}594$.		

Activity	Instructor Ref. & Aids	Time
4.1.4 Types of detection methods.		20
* * * *		
Learning Objective: . . . When asked to state and explain the four methods for detecting drinking drivers, the student will list detection by observing driving behavior, detection by making random stops for non-moving violations, detection by accident involvement, and detection by roadblock screening; and will be able to describe the relationships between the four methods with 80% accuracy according to information obtained in class.		
* * * *		
A. List and define the four types of detection methods.	Ref. #1, pp. 157-158.	
'Note: All drivers who commit driving errors during hours of high alcohol involvements should be assumed to be drinking until proved otherwise.'	Aid. Transparency of DWI enforcement assumption (4.1.4-A (1).	
1. Surveillance for observing driving behavior.	Aid. Transparency of four detection methods (4.1.4-A) (1).	
a. Pre-contact recognition.	Aid. Transparency of surveillance for observing driving behavior (4.1.4-A.1)(1).	
b. Treatment of problem when using typical recognition factors.		
c. Prevention of problem when using selective enforcement techniques.		

Activity	Instructor Ref. & Aids	Time
4.1.4-A.1 (cont.)		
d. Officer witnesses operation of vehicle (establishing perpetrator).		
e. Reasonable cause established.		
2. Stopping drivers for non-moving violations.	Aid. Transparency of stopping drivers for non-moving violations (4.1.4-A.2)(1).	
a. Post-contact recognition.		
b. Treatment of the problem.		
c. Officer witnesses operation (establishing perpetrator).		
d. Reasonable cause may be contested.		
3. Drivers involved in accidents.	Aid. Transparency of contacting drivers involved in accidents (4.1.4-A.3)(1).	
a. Post-contact recognition.		
b. Treatment of the problem.		
c. Officer does not witness operation of vehicle (establishing perpetrator).		
d. Reasonable cause established.		
4. Stopping drivers for roadside checks (roadblocks).	Aid. Transparency of stopping drivers for roadside checks (roadblocks) (4.1.4-A.4)(1).	
a. Post-contact recognition.		
b. Prevention of the problem.		
c. Officer witnesses operation of vehicle (established perpetrator).		
d. No reasonable cause.		

Activity	Instructor Ref. & Aids	Time
4.1.4 (cont.)		
B. Discuss the method of detecting drinking drivers by observing driving behavior.		
1. Common recognition factors.		
a. Conduct extremely hazardous.		
b. Conduct of out-of-the-ordinary performance.		
2. Specialized selective enforcement factors.		
a. Conduct that demonstrates a momentary driving error.		
b. Conduct that exhibits the driver's frame of mind (mental and emotional state).		
c. Driver's personal appearance and posture.		
C. Discuss the method of detecting drinking drivers by making random stops for non-moving violations.		
1. Typical use of random stops for non-moving violations.		
a. Highly selective basis.		
b. Very few in number.		
2. Selective traffic enforcement and use of random stops.		
a. Stopping numerous drivers for equipment violations (e.g., improper lights during hours of high alcohol involvement) will disclose drinking drivers.		

Activity	Instructor Ref. & Aids	Time
4.1.4-C.2 (cont.)		
b. Stopping drivers for driver license and registration check during hours of alcohol involvement will disclose drinking drivers.		
D. Discuss the method of detecting drinking drivers at scene of accident.		
1. Typical recognition factors.		
a. Driving conduct extremely hazardous.		
b. Subject obviously intoxicated.		
2. Selective enforcement recognition factors.		
a. Driving conduct slightly abnormal.		
b. Driving conduct normal.		
c. Subject slightly abnormal.		
E. Discuss the method of detecting drinking drivers by use of roadside screening -- blockades.		
1. Permits apprehension of drinking drivers before they are involved in accidents or other negative situations.		
2. Serves notice to all drivers of the certainty of apprehension thereby becoming a deterrent.		
3. Provides a means whereby many traffic regulations may be enforced with minimal effort; e.g., unlicensed drivers, suspended and revoked drivers, equipment violations.		

Activity	Instructor Ref. & Aids	Time
4.1.5 Definition and description of detection task.		30
* * * *		
Learning Objective:		
. . . When asked to define and describe the nature of detection, the student will list the four phases of detection and define each phase and describe the nature of the detection task with 100% accuracy on listing phases and 80% accuracy on his descriptions according to information obtained in class.		
* * * *		
A. Discuss nature of detection task.		
1. Fundamental to all other alcohol enforcement tasks.		
a. Locating drinking driver to institute enforcement action.		
b. Establishing framework for investigative activities.		
c. Laying foundation for accumulating evidence.		
d. Building case for subsequent trial and conviction.		
2. Basic means of detection for entire alcohol countermeasures program.		
a. Few potential drinking drivers are identified by other agencies.		
b. Police are primary source for identification of potential problem drivers.		

Activity		
	Instructor Ref. & Aids	Time
4.1.5 (cont.)		
B. Define the various phases of detection:	Aid. Transparency of detection phases (4.1.5-B) (1).	
1. Pre-apprehension detection phase. This may be referred to as the identification phase. It is the phase where the officer first observes either (1) a driving maneuver or (2) human indicator (or both) that is possibly indicative of a drinking driver. This phase starts at the point where the vehicle/driver first attracts the officer's attention; it terminates when the officer signals the driver to stop.	Aid. Transparency of identification (4.1.5-B.1)(1).	
2. Apprehension detection phase. This is a reinforcement phase that usually is very short in duration. It starts where Phase I leaves off -- with the officer having signalled the driver to stop. It ends when the driver has stopped and the officer has exited his patrol vehicle. During this phase, detection clues are observed that may or may not reinforce the officer's initial belief that the driver may be DWI.	Aid. Transparency of reinforcement (4.1.5-B.2)(1).	
3. Pre-arrest investigation -- field contact detection phase. This may be considered as an evidentiary phase. It starts when the officer approaches the driver's vehicle and does not terminate until the cell door is locked. It includes face-to-face contact, questioning, roadside and stationhouse sobriety tests, chemical tests, photographing, fingerprinting, etc. This is the phase where the officer's	Aid. Transparency of investigation -- field (4.1.5-B.3)(1).	

Activity	Instructor Ref. & Aids	Time
4.1.5-B.3 (cont.) initial belief that the driver might be DWI (from observation of Phase I and II clues) is either confirmed or refuted.		
4. Pre-arrest investigation-traffic accident detection phase. This phase differs from Phases I, II and III in that the officer did not personally observe the driving behavior that resulted in the accident. It is not an on-view situation. The officer is usually dispatched to the accident scene, whereupon he is expected to conduct an investigation of the accident. It is in this phase that he observes clues that may indicate a drinking driver. These clues may be in the form of physical evidence (e.g., location of debris) or human indicators (e.g., statements of witness).	Aid. Transparency of investigation--accident (4.1.5-B.4)(1).	
C. Describe the process of various phases of detection. 1. Identification phase. (Pre-Apprehension) a. When patrolling selected area; b. When observing traffic movements; c. When observing drivers and occupants; d. Look for erratic or abnormal vehicle maneuver clues; e. Look for driver behavior clues.	Ref. Appendix 4-B, Decision Flow Chart. Aid. Transparency of four phases (4.1.5-C) (1).	

Activity	Instructor Ref. & Aids	Time
4.1.5-C (cont.)		
2. Reinforcement phase. (Apprehension)		
a. When positioning to stop vehicle;		
b. When signaling driver to stop;		
c. When driver reacts to signal or patrol car;		
d. Observe vehicle maneuver clues;		
e. Observe driver behavior clues.		
3. Investigation phase - field contact.		
a. When walking up to vehicle and occupants;		
b. When talking with driver and occupants;		
c. When conducting pre-arrest investigation;		
d. When arresting drinking suspect;		
e. When advising suspect of his rights;		
f. When administering roadside sobriety tests;		
g. When placing subject in patrol car;		
h. When transporting subject to station or jail;		
i. When obtaining permission for chemical test;		

Activity	Instructor Ref. & Aids	Time
4.1.5-C.3 (cont.)		
j. When observing chemical testing of subject;		
k. When assisting with booking of subject;		
l. Observe driver's behavioral clues;		
m. Observe driver's condition clues.		
4. Investigative phase - accident.		
a. When dispatched to the scene of an accident; or,		
b. When driving upon the scene of an accident:		
c. Observe and note vehicles leaving the scene;		
d. Observe and note vehicles and occupants checking back on scene;		
e. When having parked patrol unit and obtained control of the scene:		
f. Look for physical clues (evidence) depicting violation of the traffic code, e.g., skid marks, point of impact, etc.;		
g. Look for vehicle occupant position clues to establish perpetrator;		
h. Listen to statements made by people at the scene;		

Activity	Instructor Ref. & Aids	Time
4.1.5-C.4 (cont.)		
i. Attempt to identify the driver(s);		
j. Attempt to determine if hit-and-run accident;		
k. When driver(s) have been identified; and,		
l. When alcohol appears to be a contributing factor:		
m. Observe the driver's behavior;		
n. Observe the driver's condition.		
D. Discuss the number and types of clues in each phase (see Table 4-2).	Aid. Transparency of Table 4-2 (4.1.5-D) (1).	
1. Identification phase: (vehicle maneuvers and human indicators)		
a. 45 clue classes.		
b. 113 clue elements.		
c. 235 behaviors.		
2. Reinforcement phase: (vehicle maneuvers and human behaviors)		
a. 19 clue classes.		
b. 48 clue elements.		
c. 56 behaviors.		
3. Investigation phase - field contact: (physiological, psychological, physical evidence, other factors)		

Table 4-2

NUMBER AND TYPES OF CLUES BY DETECTION PHASE

Phase	Clue Class				Clue Element				Behavior			
	Veh. Man.	Human Ind.	Other Evid.	Total	Veh. Man.	Human Ind.	Other Evid.	Total	Veh. Man.	Human Ind.	Other Evid.	Total
Identification	30	15	-	45	76	37	-	113	148	87	-	235
Reinforcement	12	7	-	19	30	18	-	48	38	18	-	56
Investigation Field Contact	-	50	4	54	-	84	4	88	-	105	18	123
Investigation Accident	-	2	8	10	-	3	18	21	-	6	25	31
TOTAL	42	74	12	128	106	142	22	270	186	216	43	445

Activity		
	Instructor Ref. & Aids	Time
4.1.5-D.3 (cont.)		
a. 54 clue classes.		
b. 88 clue elements.		
c. 123 behaviors.		
4. Investigation phase - accident: (vehicle maneuvers and human indicators)		
a. 10 clue classes.		
b. 21 clue elements.		
c. 31 behaviors.		
5. Total phases:		
a. 128 clue classes.		
b. 270 clue elements.		
c. 445 behaviors.		
4.1.6 Summary of unit.		5
A. Review briefly the content discussed in unit.		
B. Answer students' questions on unit.		

Lesson Plan

Unit 4.2

Types of Identification Detection Clues That Indicate DWI

Unit Objective:

To attain an understanding of detection clues for identification of DWI drivers and develop skill in use of these clues.

Terminal Objectives:

4.2.3 . . . be able to identify and record nature and number of identification detection clues that depict DWI.

References:

None.

Materials:

1. Appropriate transparencies from previous unit.
2. Decision flow chart for drinking driver detection clues.
3. Student Response forms for practice session.
4. Film situations #1-2 (4.2.3-B), situations #3-5 (4.2.3-C) and situations #6-10 (4.2.3-D) on identification detection clues.

Equipment:

1. 16 mm projector.
2. Overhead projector.

Assignments:

1. Review Phase I clues in Appendix 4-A of this subject.
2. Become familiar with decision flow chart in Appendix 4-B of this subject.

Study Questions:

1. What types of driving maneuvers would be committed by persons who are DWI?

2. What types of human indicators (i.e., personal appearance, posture, and actions) depicting persons who are DWI would an officer be able to discern if he watches for them closely?

Learning Activity

Unit 4.2

Types of Identification Detection Clues That Indicate DWI

Activity	Instructor Ref. & Aids	Time
Unit Objective:		
To attain an understanding of detection clues for identification of DWI drivers and develop skill in use of these clues.		
Content Topics:		
4.2.1 Review of previous unit. 4.2.2 Overview of unit. 4.2.3 Types of Phase I identification detection clues indicating DWI. 4.2.4 Summary of unit.		
4.2.1 Review of previous unit.		2
A. Review briefly the nature and description of the detection task.	Aids. Appropriate transparencies from previous unit.	
'Note: Time spent on this topic will depend on amount of time that has passed since presenting previous unit. If taught immediately after previous unit, an introduction (lead in) statement is all that would be required. This applies to subsequent units.'		
1. Probability of drinking driver being stopped.		
2. Types of detection methods.		
3. Description of detection phases.		
B. Relate previous unit to objective of this unit.		

Activity	Instructor Ref. & Aids	Time
4.2.2 Overview of unit (classroom).		3
A. Point out the topics to be covered in the unit.		
B. Describe learning objectives for the unit.		
C. Give brief overview of content to be covered in each topic.		
1. Types of identification detection clues indicating DWI.		
D. Refer students to decision flow chart in their manual.	Ref. See Appendix 4-B of this subject.	
1. Nature and characteristics of flow chart.		
2. Use of flow chart.		
E. Inform students of teaching method to be used in unit.		
1. Presenting examples of single identification detection clues.		
2. Presenting examples of combinations of identification detection clues.		
3. Demonstrating how to use clues in decision making.		
F. Inform students of evaluation methods to be used in unit.		
1. Student response to filmed situations depicting identification detection clue(s).		

Activity	Instructor Ref. & Aids	Time
4.2.3 Types of Phase I identification detection clues indicating DWI.		140
* * * *		
Learning Objective:		
. . . When shown filmed situations depicting types of Phase I identification detection clues in various combinations and arrangements, the student will be able to identify and quickly record the nature and number of these clues that depict DWI with 100% accuracy on clue combinations.		
* * * *		
A. Prepare students for detection clue identification lab session.		
1. Distribute student response cards.	Aid. Student Response Card 4.2.3.	
2. Explain nature and use of response cards.		
3. Explain problem solving method (film use procedure).		
B. Demonstrate situations depicted on film exemplifying Phase I identification detection clues.	Aid. Film situations of select driving maneuver clues for DWI (4.2.3-B). Situations 1 - 2.	
'Note: Appendix 4A lists all the Phase I clues identified for detecting drinking drivers. Selected situations do not portray all the clues listed.'		
1. Use selected film segments to demonstrate learning activity.		
2. Discuss content (clues) on demonstration segments.		

Activity	Instructor Ref. & Aids	Time
4.2.3 (cont.)		
C. Show class film situations of Phase I detection clues for practice in detection.	Aid. Film situations 3 - 5 (4.2.3-C).	
1. Use practice test film situations one at a time.		
2. Permit student to identify clues and record responses.		
3. Discuss student responses with class.		
D. Show class film situations of Phase I detection clues and have student identify and record clues on response form.	Aid. Film situations 6 - 10 (4.2.3-D).	
1. Use test film situations.		
2. Permit students approximately one minute between situations to record response (establish class norm during practice session C).		
3. Discuss student responses with class.		
4.2.4 Summary of unit.		5
A. Review briefly the Phase I clues discussed in this unit.		
B. Answer students' questions on Phase I clues.		

Lesson Plan

Unit 4.3

Determining Enforcement Action from Detection Clues

Unit Objective:

To be able to determine appropriate enforcement action when detecting drinking driver clues.

Terminal Objectives:

4.3.3 . . . be able to answer questions regarding departmental policies on alcohol enforcement.

4.3.4 . . . be able to describe the use of discretion in traffic law enforcement.

4.3.5 . . . be able to interpret the drinking driver detection clues in relation to the traffic environment and situation and weigh their importance; to list alternative enforcement actions appropriate for each detection situation; and to make appropriate decision as to type of enforcement action required.

References:

None.

Materials:

None.

Equipment:

None.

Assignment:

1. Study decision flow chart in Appendix 4-B of Subject #4 in Student Manual.

Study Questions:

1. What are the various steps you might follow in making an enforcement decision based on observed driving behaviors?
2. How do departmental policies affect the officer's decision?
3. How does the officer's own discretion affect an enforcement decision?
4. Are there other indirect factors (not related directly to the incident) that influence the officer's decision?
5. If drinking drivers are to be removed from the road, who is in the best position and is most likely to detect them?

Learning Activity

Unit 4.3

Determining Enforcement Action from Detection Clues

Activity	Instructor Ref. & Aids	Time
Unit Objective:		
To be able to determine appropriate enforcement action when detecting drinking driver clues.		
Content Topics:		
4.3.1 Review of previous unit. 4.3.2 Overview of unit. 4.3.3 Departmental policies regarding alcohol enforcement. 4.3.4 Use of discretion in alcohol enforcement. 4.3.5 Making enforcement decision. 4.3.6 Summary of unit.		
4.3.1 Review of previous unit.		2
A. Review briefly the types of identification detection clues.		
B. Relate previous unit to objective of this unit.		
4.3.2 Overview of unit (classroom -- practice).		3
A. Point out topics to be practiced in unit.		
B. Describe learning objectives for unit.		

Activity	Instructor Ref. & Aids	Time
4.3.2 (cont.)		
C. Give brief overview of student practice activities and content to be covered in topics of unit.		
1. Relating policies regarding alcohol enforcement to situation.		
2. Use of discretion in alcohol enforcement.		
3. Practice in making enforcement decisions.		
4.3.3 Departmental policies regarding alcohol enforcement.		10
* * * *		
Learning Objective:		
. . . Given a series of questions regarding role of departmental policies on alcohol enforcement, the student will be able to answer correctly 80% of the desired responses according to information he has obtained in class.		
* * * *		
A. Discuss the role of departmental policies on officer's decision making.		
1. Nature of departmental policies:		
a. Some are written and mandated.		
b. Some are written and flexible.		
c. Some are written for political goals and are not followed in practice.		
d. Some are verbal and mandated.		

Activity	Instructor Ref. & Aids	Time
4.3.3-A.1 (cont.) e. Some are verbal and flexible. f. Some are verbal and infrequently used. g. Some policies endure for long periods of time. h. Some policies change and adjust to the needs of the time. 2. Effect of policies on officer's performance: a. Determine the expectations of his performance. b. Determine the limitations to his performance. c. Establish tolerance levels for criminal acts or omissions. d. Stimulate and assist the imaginative officer. e. Used as a crutch by procrastinating personnel. B. Relate policies to drinking driver detection task. 1. General orders and policies exist to provide public service (protection of persons and property). 2. Few existing policies direct officer to detect or not to detect drinking drivers. (They generally follow traditional practices.)		

Activity		
	Instructor Ref. & Aids	Time
4.3.4 Use of discretion in alcohol enforcement.		10
* * * *		
Learning Objective:		
. . . When given questions pertaining to use of discretion in performance of alcohol enforcement tasks, the student will be able to answer correctly 80% of the desired responses according to information obtained in class.		
* * * *		
A. Discuss role of discretion on officer's decision making.		
1. Definition of discretion has two meanings:		
a. Cautious and correct judgment, prudence, sagacity, quality of being discreet.		
b. Liberty of action; freedom in exercise of judgment.		
2. The first definition (1.a.) applies to intelligent application of judgment by all people and is a prerequisite for police work.		
3. The second definition (1.b.) applies to the right to make judgments and is the definition used for police-public contact situation.		

Activity	Instructor Ref. & Aids	Time
4.3.4-A (cont.)		
4. The essence of the law enforcement decision-making dilemma is: To what extent should officers be permitted (or encouraged) to exercise their own judgment?		
a. What is discretion of officer?		
b. What is discretion of department (administers the law)?		
c. What is discretion of legislature (established the law)?		
d. What is discretion of judicial branch of government (interprets law and its application)?		
5. Traditionally police officers have been permitted a rather wide latitude of discretion.		
a. Result of "laissez faire" administration: "Here is a badge. Do the job."		
b. Result of absence of public complaint.		
c. Result of conservative court dictum.		
6. Current trend is to require officers to substantiate their decisions.		
a. Result of sensitive and concerned administrators.		
b. Result of improved individual officer's competencies.		
c. Result of minority group complaints and reactions.		

Activity	Instructor Ref. & Aids	Time
4.3.4-A.6 (cont.)		
d. Result of more public discourse and debate.		
e. Result of liberal court dictum.		
B. Relate use of discretion to drinking driver detection task.		
1. Patrol officer is the key to the entire enforcement effort.		
a. Serves as catalyst on entire system.		
b. Initiates all action--positive, negative, indifferent.		
2. Officers must make field decisions (original judgments) that will reduce the drinking driver incidents so as to effect a reduction in alcohol-related accidents.		
3. Use of discretion by individual patrol officers in the alcohol enforcement task is critical to the solution of a serious social problem.		
4.3.5 Making enforcement decisions.		20
* * * *		
Learning Objective:		
. . . Having reacted to situations depicting drinking driver detection clues, having interpreted and weighed the evidence, and having considered the various alternative actions, the student will be able to make (quickly and accurately) an appropriate		

Activity	Instructor Ref. & Aids	Time

4.3.5 (cont.)

decision as to type of enforcement action required in the manner prescribed by the instructor.

* * * *

'Note: The laboratory session for student'
'practice in making Phase I detection clue'
'enforcement decisions is to be conducted '
'in conjunction with Unit 4.4 utilizing '
'the appropriate filmed situations and '
'student response cards. '

A. Discuss decision making aspects of identification detection clues.

1. At this point in time officer has three alternatives:
    a. Stop the suspect.
    b. Wait for additional clues.
    c. Disregard and take no enforcement action.
2. Instances when officer should stop violator.
3. Instances when officer should await for additional clues.
4. Instances when officer should disregard.
5. Decision making process consists of three steps:
    a. Interpret and weigh the evidence (behavior observed).
    b. Consider alternative actions available.

Activity	Instructor Ref. & Aids	Time
4.3.5-A.5 (cont.)		
c. Make decision as to appropriate enforcement action.		
4.3.6 Summary of unit.		5
A. Review briefly the decision-making process in the drinking driver detection task and the factors influencing the decision (policies and discretion) that were covered in the unit.		
B. Answer students' questions on unit.		

Lesson Plan

Unit 4.4

Relating Ientification Detection Clues to Environment

Unit Objective:

To know the relationship of identification detection clues to the driving environment.

Terminal Objective:

4.4.3 . . . be able to relate the DWI detection clues to environmental factors and make judgments as to relevant combinations.

References:

None.

Materials:

1. Student Response forms for practice session.
2. Table showing Systematic Traffic Related Environmental Situational Sequences (STRESS).
3. Transparency of Table 4-3 on STRESS (4.3.3-A) (1).
4. Film situations #14-21 (4.4.3-D) (4.4.3-E) (4.4.3-F) on detection clues related to STRESS.

Equipment:

1. 16 mm projector.
2. Overhead projector.

Assignments:

1. Become familiar with STRESS table (Table 4-3) in Unit 4.4 of Student Manual.
2. Read the discussion on the STRESS concept in Unit 4.4 of the Student Manual.

Study Questions:

1. What is the relationship between detection clues and the environment in which they are committed?

2. What is the nature of the patrol environment? What different elements or factors constitute the patrolling environment?

3. What role does time play in alcohol enforcement detection activities? How many categories of time apply? What are the dimensions of each category.

Learning Activity

Unit 4.4

Relating Identification Detection Clues to Environment

Activity		
	Instructor Ref. & Aids	Time
Unit Objective:		
To know the relationship of identification detection clues to the driving environment.		
Content Topics:		
4.4.1 Review of Unit 4.2.		
4.4.2 Overview of unit.		
4.4.3 Relationship of identification detection clues to environment and other factors.		
4.4.4 Summary of unit.		
4.4.1 Review of Unit 4.2.		2
A. Review briefly the types of identification detection clues that indicate DWI.		
B. Relate Unit 4.2 to objective of this unit.		
4.4.2 Overview of unit (classroom).		3
A. Point out topic to be covered in unit.		
B. Describe learning objective for unit.		
C. Give brief overview of content in unit.		
1. Introduction to the table on Systematic Traffic Related Environmental Situational Sequence (STRESS) in drinking driver detection task.		

Activity	Instructor Ref. & Aids	Time
4.4.2-C (cont.)		
2. Explanation of the STRESS concept.		
3. Demonstration of relationships between clues and STRESS.		
4. Student practice in using STRESS for decision making.		
4.4.3 Relationship of identification detection clues to environment and other factors.		90
* * * *		
Learning Objective:		
. . . When given a set of behavioral-environmental-traffic-situations and several DWI detection clues, the student will be able to relate the variable factors and make judgments as to relevant combinations and record his decisions in 2 minutes in a manner prescribed by the instructor.		
* * * *		
A. Refer students to Table 4-3 in Unit 4.4 of their manual relating one detection clue; i.e., behavior to environment, traffic and situations. Explain that this table analyzes only one clue from one clue class. These same STRESS relationships apply to all clues found in Appendix 4-A.	Aid. Transparency of Table 4-3 (4.4.3-A) (1).	
Note: The listing below includes examples of many STRESS situations. Selected examples do not reproduce all of the situations in the following listing.		
B. Discuss examples of STRESS relationships.		

TABLE 4 - 3
SYSTEMATIC TRAFFIC RELATED ENVIRONMENTAL SITUATIONAL SEQUENCES (STRESS) IN DRINKING DRIVER DETECTION TASK (IDENTIFICATION PHASE)

SYSTEMATIC			TRAFFIC	ENVIRONMENT	SITUATIONAL		SEQUENCES
Clue Class	Clue Element	Behavior	Traffic	Environment	Time	Condition	Sequences
Number of clue classes: 30 maneuver clues 15 human indicators Total of 45 clue classes. Example: vehicle speed	Number of clue elements: 76 maneuver elements 37 human indicator elements Total of 113 clue elements. Example: posted speed	Number of behaviors: 148 maneuver behaviors 87 human behaviors Total of 235 behaviors. Example: faster than posted speed	Density: heavy moderate light none Movement (flow): rapid moderate slow stopped	Location: rural suburban urban Establishments: business industrial residential schools Road Condition: dry wet snow packed icy road Road Surface: paved black top gravel dirt Road Maintenance: good fair poor	Season of year: winter spring summer fall Day of Week: Monday Tuesday Wednesday Thursday Friday Saturday Sunday Time of Day: 0:01-3:00 3:01-6:00 6:01-9:00 9:01-12:00 12:01-15:00 15:01-18:00 18:01-21:00 21:01-24:00	Lighting: daylight dusk dawn night (lighting) night (no lights) Weather: clear cloudy rain snow Temperature (F): Hot (90°+) Warm (50-89) Cool (32-49) Cold (freezing) Wind Velocity (MPH): High (50+) Strong (20-50) Mod. (10-20) Low (5-10) Calm (5 or less) Events: Public Social Private Functions: Public Social Private Social influence: No. of passengers age of passengers vintage of car sex of driver age of driver	B = 235 E = 576 Tf = 16 Tm = 224 c = 14,400 Thus, there are 15,216 individual factors for each single behavior. There are 29,727,129,600 combinations of factors for each single behavior. The number of combinations of factors and behaviors is astronomical.

Activity	Instructor Ref. & Aids	Time
4.4.3-B (cont.)		
1. Speeding (45 mph) -- posted 25 mph zone -- residential -- good paved road surface -- no traffic -- 1:00 a.m. -- street lights.		
2. Wrong side of street -- multi-lane divided -- business zone -- no traffic -- 2:00 a.m. -- street lights.		
3. Overshoots stop sign (10 ft) -- school zone -- moderate traffic -- 9:00 p.m. -- street lights -- basketball game.		
4. Stops short of traffic signal (20 ft) -- business zone -- heavy traffic -- Friday night -- 11:00 p.m. -- street lights -- movies breaking.		
5. Driver's vision partially obscured from condensation (portion of left windshield cleared) -- residential zone -- light traffic -- Saturday night -- 2:00 a.m. -- no street lighting.		
6. Right turn from left lane -- business zone -- moderate traffic -- Wednesday night -- 10:00 p.m. -- street lights.		
7. Impeding traffic (35 mph) -- freeway -- moderate traffic -- adjacent to city -- dry pavement -- summer -- Thursday -- 9:00 p.m. -- dark -- clear -- newer car (70-72).		

Activity	Instructor Ref. & Aids	Time
4.4.3-B (cont.)		
8. Failure to stop from private drive (parking lot) -- heavy -- moderate speed -- suburban -- business -- dry pavement -- blacktop -- good condition -- summer -- Friday -- 9:00 p.m. -- older model car.		
9. Left wheels on line -- moderate -- rural -- dry/wet -- blacktop -- fair -- Fall -- Saturday -- 11:00 p.m. -- darkness -- clear/ cloudy -- older car.		
10. Left turn from right lane -- residential -- dry -- blacktop -- good -- summer -- Tuesday -- 10:00 p.m. -- darkness -- clear -- older model car.		
11. Obstructing traffic -- (driver outside car talking while car is parked in driving lane) -- moderate -- suburban -- business-- dry -- paved -- good -- summer -- Saturday -- 6:00 p.m. -- daylight -- clear -- male.		
12. Passing on right -- heavy traffic -- slow -- suburban -- fairgrounds -- dry -- paved -- fair -- summer -- any day -- (1) 3:00 - 6:00 p.m. -- (2) 9:00-12:00 midnight -- (1) daylight (2) darkness -- clear -- social event -- at least 2 people in car.		
13. Improper passing -- heavy traffic -- slow -- urban or rural -- dry -- paved -- good -- daylight -- clear -- holiday (4th of July, Labor Day).		

Activity	Instructor Ref. & Aids	Time
4.4.3-B (cont.) 14. Unsafe backing -- moderate -- fast -- freeway -- dry -- paved -- good -- night -- clear -- Saturday -- midnight -- night (no lights) -- vehicle backing up to exit ramp while other traffic passing. 15. Following too closely -- moderate -- rural -- dry -- gravel -- poor -- summer -- Friday -- 10:00 p.m. -- dark -- clear. 16. Speed too slow -- 35 in a 50 mph -- moderate -- rapid -- rural -- dry -- paved (2 lane) -- good -- Fall -- Saturday -- 2:00 a.m. -- dark (no lights). 17. Wide turn -- traffic signal present -- moderate -- slow -- suburban -- industrial -- dry -- paved -- good -- Friday -- 11:00 p.m. -- night -- clear -- pick-up -- male. 18. Failure to yield -- private drive (bar business) -- moderate -- urban -- business -- dry -- paved -- good -- Friday -- 9:00 p.m. -- dusk -- clear -- 2 passengers -- older model car. 19. Cruising lake resort area (drinking in vehicle) -- light -- slow -- rural -- residential -- dry -- blacktop -- fair -- summer -- Saturday -- 4:00 p.m. -- daylight -- clear -- private -- older model car -- male.		

Activity		
	Instructor Ref. & Aids	Time
4.4.3-B (cont.)		
20. Disregards traffic signal (turns yellow before reaching intersection) -- moderate -- slow -- suburban -- business -- dry -- paved -- good -- summer -- Thursday -- 11:00 p.m. -- night (lighting present) -- female driver.		
21. Improper turn (no signal) -- heavy -- moderate -- rural -- residential -- dry -- blacktop -- fair -- summer -- Wednesday -- 10:00 p.m. -- night -- clear -- older model car -- female.		
22. Weaving (touches line) -- moderate -- slow -- rural -- residential -- dry -- blacktop -- fair -- Saturday -- 9:00 p.m. -- night -- clear -- older model pick-up -- male.		
23. Weaving in lane -- drinking in vehicle -- moderate -- slow -- rural -- residential -- dry -- blacktop -- fair -- summer -- Friday -- 8:00 p.m. -- dusk -- clear -- 2 passengers -- older model car.		
24. Cutting back too quickly (after passing) -- moderate -- rural -- residential -- dry -- blacktop -- fair -- summer -- Monday -- 10:00 p.m. -- night -- male -- older model pick-up.		
25. Driving with right wheels off road -- light -- slow -- rural -- farms -- dry -- gravel -- poor -- summer -- Saturday -- 5:00 p.m. -- daylight -- clear -- male -- van type.		

Activity		
	Instructor Ref. & Aids	Time
4.4.3-B (cont.) 26. Stopped beyond crosswalk at traffic signal -- heavy (pedestrians) -- slow -- urban -- business -- dry -- paved -- good -- Fall -- Friday -- 9:00 p.m. -- night -- clear -- female -- newer model car. 27. Driving close to parked vehicles -- light -- moderate -- residential -- dry -- paved -- fair -- Fall -- Friday -- 7:00 p.m. -- dusk -- male (2 occupants) -- older model car. 28. Parking in no parking zone -- heavy -- moderate -- bar area -- dry -- paved -- good -- summer -- Friday -- 12:00 midnight -- night -- male and female -- older model car. 29. Weaving across center line and driving close to parked cars -- moderate -- residential -- (low income) -- dry -- paved -- summer -- Tuesday -- 9:00 p.m. -- night -- male -- older model car. 30. Failure to yield from stop sign (vehicle stopped but pulls out in front of cross traffic) -- light -- moderate -- residential -- dry -- paved -- Fall -- Friday -- 2:00 a.m. -- night -- 2 occupants -- van type vehicle. 31. Failure to yield right-of-way to pedestrians in crosswalk -- moderate -- urban -- business (bar area) -- dry -- paved -- fair -- summer -- Friday -- 1:00 a.m. -- night (lighting) -- clear -- male -- older model pick-up.		

Activity	Instructor Ref. & Aids	Time
4.4.3-B (cont.)		
32. Failure to yield right-of-way to school children -- light -- slow -- school zone -- dry -- paved -- good -- spring -- Friday -- 3:00 p.m. -- daylight -- clear -- male -- older model car.		
33. Drives around railroad gate -- moderate -- slow and stopped -- urban -- industrial -- dry -- paved -- fair -- summer -- Saturday -- 11:00 p.m. -- night -- clear -- 3 occupants -- older model car.		
34. Double parks -- heavy -- slow -- urban -- bar area -- dry -- paved -- fair -- summer -- Friday -- 12:00 midnight -- night (lighting) -- clear -- 2 occupants -- older model car.		
35. Driving in center turning lane -- light -- moderate -- urban -- business -- dry -- paved -- good -- summer -- Saturday -- 1:00 a.m. -- night (lighting) -- clear -- male -- newer model car.		
36. Drives through gasoline station drive -- light -- moderate -- residential -- dry -- paved -- good -- summer -- Tuesday -- 2:00 a.m. -- night (lighting) -- clear -- 2 occupants -- older model car.		
37. Drives with left wheels over center line on blind curve -- light -- rapid -- rural -- dry -- blacktop -- fair -- Fall -- Monday -- 1:00 a.m. -- night -- clear -- male -- older model car.		

Activity	Instructor Ref. & Aids	Time
4.4.3-B (cont.)		
38. Cuts off traffic at exit ramp -- light -- slow -- rural -- undeveloped -- dry -- paved -- good -- summer -- Wednesday -- 11:00 p.m. -- night -- clear -- male -- newer model car.		
C. Prepare students lab session on relating detection clues to environment.	Aid. Student Response Card 4.4.3-C.	
1. Distribute student response cards.		
2. Explain nature and use of response cards.		
3. Discuss problem solving method for lab session.		
D. Show students filmed situations depicting select detection clues in various Behavioral-Traffic-Environmental-Situational-Sequences. Demonstrate and discuss.	Aid. Film situations of select STRESS clues for DWI (4.4.3-D). Situations 11 - 12.	
1. Use selected film situations to demonstrate learning activity.		
2. Discuss content on demonstration situations.		
3. Discuss type of decision made on each situation.		
E. Show students filmed situations depicting select detection clues in various environments and have students practice identifying clues and elements of STRESS and making enforcement decisions.	Aid. Use film situations 13-15 (4.4.3-E).	
1. Use practice test film situations one at a time.		

Activity	Instructor Ref. & Aids	Time
4.4.3-E (cont.)		
2. Permit students to identify and record detection clues and environmental factors.		
3. Permit students to make necessary enforcement decisions.		
4. Discuss student responses with class.		
F. Show students filmed STRESS situations and have them identify and record responses to test learning achievement.	Aid. Film situations 16-21 (4.4.3-F).	
1. Use test film situations.		
2. Permit students approximately 2 minutes between situations to record response (establish class norm during practice session E).		
3. Discuss students' responses with class.		
4. Collect response forms from students for evaluation.		
4.4.4 Summary of unit.		5
A. Review briefly the relationship of the detection clues to the environment and other factors.		
B. Answer students' questions on relating the detection clues to the environment and other factors.		

APPENDIX 4-A

IDENTIFICATION DETECTION CLUES

Unit 4.2

IDENTIFICATION
DETECTION CLUES
(Pre-Apprehension)
(Phase I)

I-A CLUES FOR DETECTING VEHICLE MANEUVERS OF DRINKING DRIVERS

Clue Class	Clue Elements and Behaviors
I-A-1 Vehicle speeds.	A. Posted speed: 1. Faster than posted. 2. Slow speed (impede).
	B. Safe speed: (Basic Speed Law) 1. Faster than safe. 2. Slow (impede).
I-A-2 Inconsistent speeds.	A. Fluctuating speed.
I-A-3 Drag racing.	A. Speed contest.
I-A-4 Improper turns.	A. Right turn: 1. Cutting corner. 2. Wide turn.
	B. Left turn: 1. Cutting corner. 2. Wide turn.
	C. "U" turns: 1. Illegal U-turn. 2. Wide U-turn.
I-A-5 Turning from or into wrong lane.	A. From wrong lane: 1. Right turn from left lane. 2. Left turn from right lane.
	B. Into wrong lane: 1. Right lane to left lane. 2. Left lane into right lane.

Clue Class	Clue Elements and Behaviors
I-A-6 Weaving on roadway.	A. Changes lanes -- passing: 1. Enters passing lane frequently. 2. Passes in different lanes. B. Changes lanes -- not passing: 1. Changes lanes frequently. 2. Weaves in lane.
I-A-7 Driving continually in left lane.	A. Traffic trying to pass: 1. Sounding horn. 2. Blinking lights. 3. Traffic passes on right.
I-A-8 Failure to maintain lane position (multi-lane road).	A. Encroaches to left: 1. Continuously drives straddling lanes. 2. Frequently. 3. Infrequently. B. Encroaches to right: 1. Continuously. 2. Frequently. 3. Infrequently.
I-A-9 Driving over center line.	A. Straight roadway: 1. Fails to keep right of painted line. 2. Fails to keep right of center (unmarked). B. Curves: 1. Fails to keep right of painted line. 2. Fails to keep right of center (unmarked).
I-A-10 Disregarding signs and signals (right-of-way violation).	A. Disregards traffic signals: 1. Runs red light, increases speed. 2. Runs red light, constant speed. 3. Runs red light, reduces speed.

Clue Class	Clue Elements and Behaviors
I-A-10 (cont.)	B. Disregards top sign: 1. Runs stop sign -- increases speed. 2. Runs stop sign -- constant speed. 3. Runs stop sign -- reduces speed. 4. Runs stop sign -- rolling stop. C. Disregards yield signs -- other traffic: 1. Fails to yield -- increases speed. 2. Fails to yield -- constant speed. 3. Fails to yield -- reduces speed. D. Disregards railroad signals: 1. Fails to stop -- increases speed. 2. Fails to stop -- constant speed. 3. Fails to stop -- reduces speed. E. Disregards warning (caution) signs and signals: 1. Passes with increasing speed. 2. Maintains constant speed.
I-A-11 Unusual approach to signs and signals.	A. Approach to sign or signal: 1. Approach at high speed. 2. Approach at moderate speed. B. Abrupt stop at sign or signal: 1. Severe abrupt stop (locked wheels). 2. Rapid deceleration. 3. Not a smooth stop.

Clue Class	Clue Elements and Behaviors
I-A-12 Overshooting signs or signals.	A. Stops in intersection -- obstructs traffic.
	B. Stops in intersection -- no obstruction.
	C. Stops few feet beyond sign.
I-A-13 Stopping short of signs and signals.	A. Stops great distance from line (e.g., 30-40 feet).
	B. Stops considerable distance from line (e.g., 15-20 feet).
	C. Stops slight distance from line (e.g., 8-10 feet).
I-A-14 Jerky starts and stops.	A. Jerky starts: 1. When stopped at intersection. 2. When stopped in traffic lane. 3. When leaving parked position. 4. When leaving private driveway. 5. When entering freeway.
	B. Jerky stops: 1. When stopping at intersection. 2. When stopping in traffic lane. 3. When approaching parked position. 4. When entering private driveway. 5. When leaving freeway.
I-A-15 Long stops at signs and signals.	A. Stops extreme amount of time (full signal cycle or one minute).
	B. Stops for considerable amount of time (30-60 seconds).
	C. Stops for appreciable amount of time (15-30 seconds).
	D. Hesitates for 5-15 seconds.

Clue Class	Clue Elements and Behaviors
I-A-16 Driving close to curb or shoulder.	A. Vehicle position to unpaved shoulder: 1. Vehicle driven on shoulder. 2. Right sheels of vehicle on shoulder. 3. Vehicle driven close to shoulder. B. Vehicle position to curb: 1. Vehicle driven over curb. 2. Right wheels over curb. 3. Right wheels rubbing curb. 4. Right wheels striking curb. 5. Vehicle driven close to curb.
I-A-17 Improper passing.	A. Passes on hills: 1. Passes on the crest. 2. Passes on grade. 3. Clips yellow line. B. Passes on curves: 1. Passes in the curve. 2. Passes entering curve. 3. Clips yellow line. C. Passes at intersections: 1. Passes in the intersection. 2. Passes entering the intersection. 3. Clips yellow line. D. Passes at railroad crossing: 1. Passes at crossing. 2. Passes entering crossing. 3. Clips yellow line. E. Passes in restricted zones: 1. Passes over double yellow line. 2. Passes over single yellow line.

Clue Class	Clue Elements and Behaviors
I-A-18 Loss of control of vehicle (non-maneuver cause).	A. Leaving roadway: 1. Fails to regain control. 2. Recovers and returns to roadway. B. Skids on roadway: 1. Fails to regain control. 2. Has difficulty in regaining control. 3. Has momentary loss of control.
I-A-19 Loss of control of vehicle (maneuver cause).	A. Loses control in passing: 1. Fails to regain control. 2. Has difficulty in regaining control. 3. Has momentary loss of control. B. Loses control in closing on other traffic (following too closely): 1. Fails to regain control. 2. Has difficulty in regaining control. 3. Has momentary loss of control.
I-A-20 Unnecessary stop.	A. Stops in traffic lane for no apparent reason. B. Vehicle moves and stops again.
I-A-21 Improper backing (right-of-way).	A. Backs up to off-ramp. B. Backs onto roadway from parked position. C. Backs onto roadway from driveway. D. Backs up to reverse direction. E. Backs up at intersection.

Clue Class	Clue Elements and Behaviors
I-A-22 Locking brakes without cause.	A. Curve skid.
	B. Straight skid.
I-A-23 Unusual use of turn signals.	A. Excessive use of signal (signal at fork in road when continuing on primary roadway).
	B. Over cautious (signals far in advance).
I-A-24 Improper use of turn signals.	A. Uses wrong signal.
	B. Delays use of turn signal.
	C. Corrects use of wrong signal.
I-A-25 Excessive use of horn.	A. Vehicle in motion: 1. Use in passing. 2. Use when weaving. 3. Use on pedestrian. 4. Use for non-traffic situation.
	B. Stationary vehicle: 1. Excessive use of horn.
I-A-26 Improper vehicle lighting.	A. Illuminated roadway: 1. Drives without lights. 2. Drives with parking lights only.
	B. Non-illuminated roadway: 1. Drives without lights. 2. Drives with parking lights only.
I-A-27 Failure to dim headlights.	A. Fails to dim for on-coming traffic.
	B. Fails to dim when signaled.
I-A-28 Driving on flat tire.	A. Drives on soft tire.
	B. Drives on flat tire.
	C. Drives on flat, ruined tire (e.g., shredded).

Clue Class	Clue Elements and Behaviors
I-A-29 Open car window (inclement weather).	A. Only driver's window down: 1. Cold. 2. Raining.
	B. Driver's and other's windows down: 1. Cold. 2. Raining.
I-A-30 Driving vision obscured.	A. Dirty windshield: 1. Complete obstruction. 2. Partial obstruction.
	B. Ice and snow: 1. Complete obstruction. 2. Partial obstruction.
	C. Frost: 1. Complete obstruction. 2. Partial obstruction.
	D. Condensation (fogging up): 1. Complete obstruction. 2. Partial obstruction.

I-B HUMAN INDICATORS FOR DETECTING DRIVING BEHAVIOR OF DRINKING DRIVER

Clue Class	Clue Elements and Behaviors
I-B-1 Loss of attention.	A. Passenger distractions: 1. Head turned (long time). 2. Hand and body gestures. 3. Head turned and/or gestures (brief). B. Distractions when alone: 1. Head turned, prolonged. 2. Abnormal use of hands and body gestures. 3. Looking at materials; e.g., map. 4. Looking to side (brief glancing). C. Operating devices improperly: 1. Tuning radio. 2. Setting temperature controls. 3. Setting mirrors. 4. Using windshield wiper. D. Improper use of smoking materials: 1. Lighting smoking material. 2. Extinguishing smoking material. 3. Reacting to burning ashes.
I-B-2 Falling asleep.	A. Driver's body position: 1. Drowsily slouches in seat. 2. Leans against window. 3. Leans against head rest. 4. Falls asleep when stopped; e.g., signal (vehicle creeps). 5. Falls asleep when stopped; e.g., signal (stationary vehicle). B. Driver's body movement: 1. Head drops frequently. 2. Repeatedly slouches in seat. C. Driver's behavior: 1. Frequently drifts from lane. 2. Closes rapidly on preceding vehicle.

Clue Class	Clue Elements and Behaviors
I-B-2 (cont.)	D. Driver's behavior when parked: 1. Sleeps on steering wheel. 2. Sleeps against door. 3. Sleeps on front seat.
I-B-3 Vomiting.	A. Vehicle in motion: 1. Vomits while driving. 2. Vomits on car exterior. B. Stationary vehicle: 1. Driver vomits in car. 2. Driver vomits beside car. 3. Vomits on clothing. 4. Vomits on vehicle.
I-B-4 Unconsciousness.	A. Driver slumps over wheel. B. Driver slumps in seat.
I-B-5 Urinating.	A. Urinates in rural area: 1. Standing by vehicle stopped on road. 2. Standing by vehicle legally parked. B. Urinates in inhabited area: 1. Standing by vehicle stopped on road. 2. Standing by vehicle legally parked.
I-B-6 Use of profanity.	A. Directs profanity towards companions: 1. By car. 2. In car, stopped at signal. B. Directs profanity towards other than companions: 1. Obscenities toward pedestrian. 2. Obscenities toward other motorists.

Clue Class	Clue Elements and Behaviors
I-B-6 (cont.)	C. Directs profanity towards vehicle: 1. Obscenities when unlocking car door. 2. Difficulty in starting vehicle, e.g., can't get key in ignition.
I-B-7 Directing attention straight ahead.	A. Leans into steering wheel.
	B. Face close to windshield.
	C. Clutching steering wheel.
	D. Fixed gaze straight ahead.
I-B-8 Sluggish body movements.	A. Slow movement of arms; e.g., over and under steering.
	B. Holds steering wheel at bottom with upturned hands and dropped elbows.
I-B-9 Slumped down in seat (non-fatigued).	A. Slouches in seat (yet alert).
	B. Slouches in seat (drinking).
I-B-10 Blank staring look (no facial expression, observation without comprehension).	A. Fixed gaze.
	B. Minimal eye movements.
I-B-11 Consuming alcoholic beverages.	A. Drinks while driving: 1. Picks up can or bottle from floor. 2. Raises can or bottle to mouth. 3. Drinks from can or bottle.
	B. Drinks in stationary vehicle: 1. Slumps in seat to sip drink. 2. Raises can or bottle to mouth. 3. Drinks from can or bottle.

Clue Class		Clue Elements and Behaviors
I-B-12 Driver's head protruding out of window.	A.	Head protruding out window -- inclement weather.
	B.	Head protruding out window -- fair weather.
I-B-13 Throwing objects from vehicle.	A.	Throws objects from moving vehicle: 1. Tosses cans or bottles from driver's window. 2. Tosses cans or bottles from windows other than driver's. 3. Throws other litter from moving vehicle.
	B.	Throws objects from stationary vehicle: 1. Throws alcohol containers from driver's window onto roadway. 2. Throws alcohol containers from window other than driver's onto curb or shoulder. 3. Throws other litter from stationary vehicle.
I-B-14 Obscene gestures.	A.	Obscene gestures by driver toward other motorists: 1. "Giving the finger"; i.e., hand up, fingers curled except upright middle finger. 2. Thumbs his nose. 3. Sticks out his tongue.
	B.	Obscene gestures by driver toward pedestrians: 1. "Giving the finger". 2. Thumbs his nose. 3. Sticks out his tongue.

Clue Class	Clue Elements and Behaviors
I-B-15 Signs of exaggerated emotions (anger, joy, sorrow).	A. Driver alone in vehicle: 1. Laughs hysterically. 2. Crys uncontrollably. 3. Talks to himself. 4. Pounds fist on steering wheel. 5. Shakes his head violently. 6. Excessively rubs his brow. 7. Repeatedly scratches his face. 8. Repeatedly passes hands through hair. B. Driver with occupants in vehicle: 1. Argues with occupant. 2. Excessively and wildly gestures. 3. Rapidly moves up and down in seat. 4. Laughs hysterically. 5. Crys uncontrollably. 6. Pounds fist on steering wheel. 7. Shakes his head violently.

APPENDIX 4-B

DECISION FLOW CHART

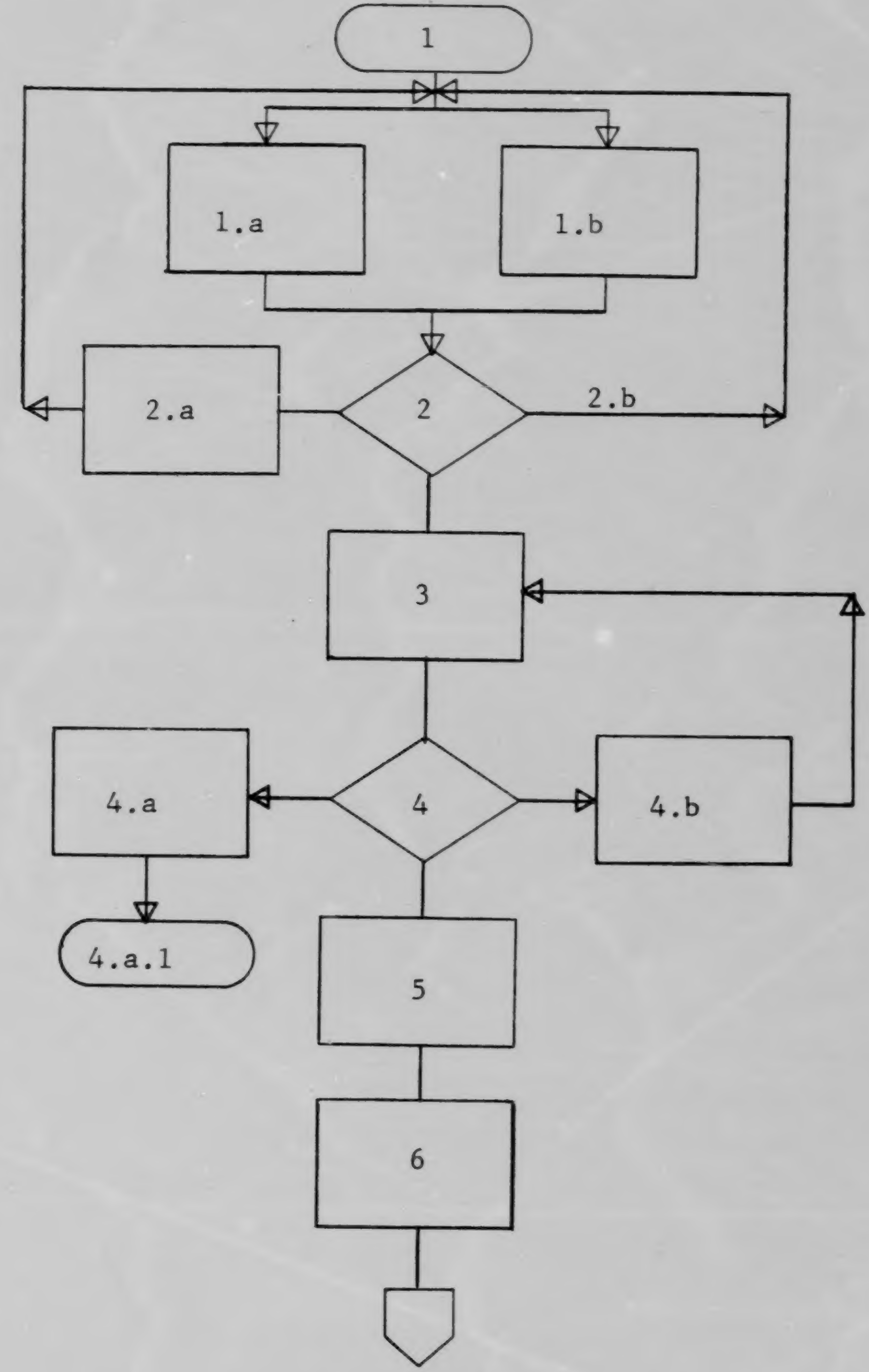
INVESTIGATION OF DRIVING WHILE INTOXICATED

Investigation of DWI

1. Patrol.
    - a. Look for erratic vehicle behavior.
    - b. Look for unusual driver behavior.
2. Decide to stop violator.
    - a. Continue following for further observation.
    - b. Decide not to stop, return to patrol.
3. Communicate intention to stop to violator.
4. Was communication made?
    - a. Attempts to elude.
        - (1) Follow departmental procedures.
    - b. Utilize additional devices.
5. Look for erratic movement of vehicle while stopping.
6. Communicate stop to headquarters.

DECISION FLOW CHART

Investigation of DWI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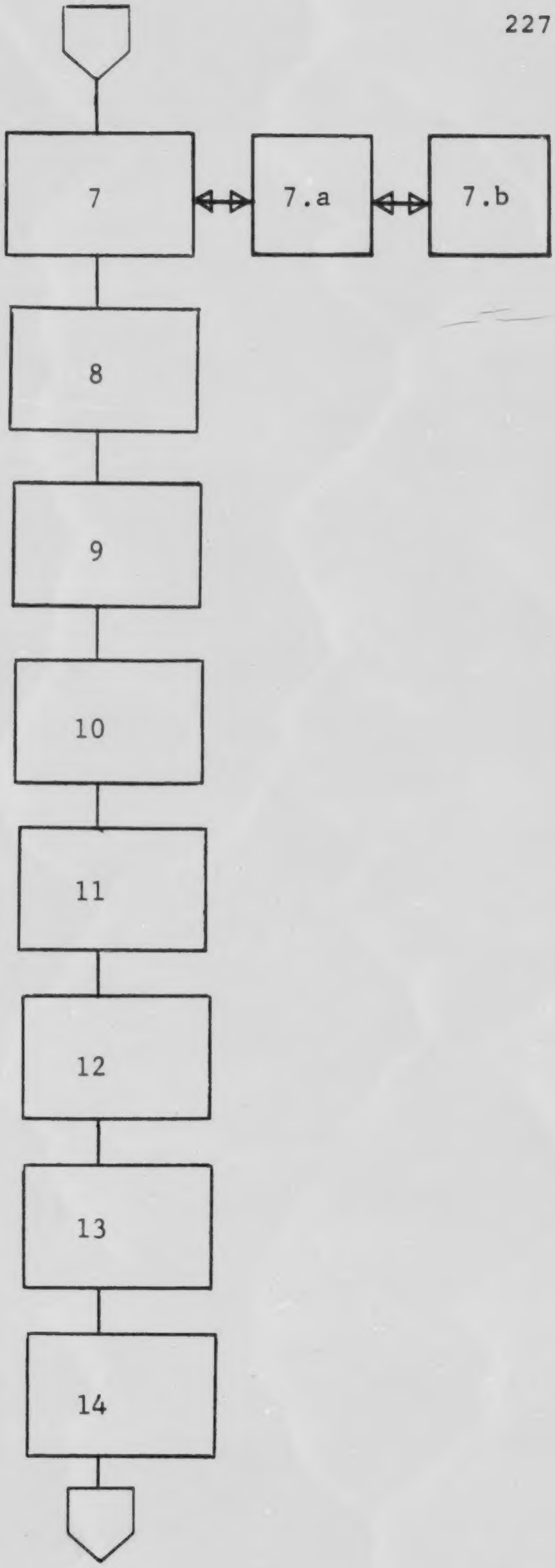
7. Park patrol vehicle in accordance with law and department policies and procedures.
    a. Turn on overhead lights.
    b. Turn on 4-way flashers.
8. Approach violator's vehicle.
9. Look for unusual behavior or activity within vehicle.
10. Make mental notes of all behavior and/or activity.
11. Collect potential evidence.
12. Ask for operator's license, vehicle registration and proof of insurance.
13. Observe manner in which requested documents are located by driver.
14. Observe condition and behavior of driver and occupants of vehicle.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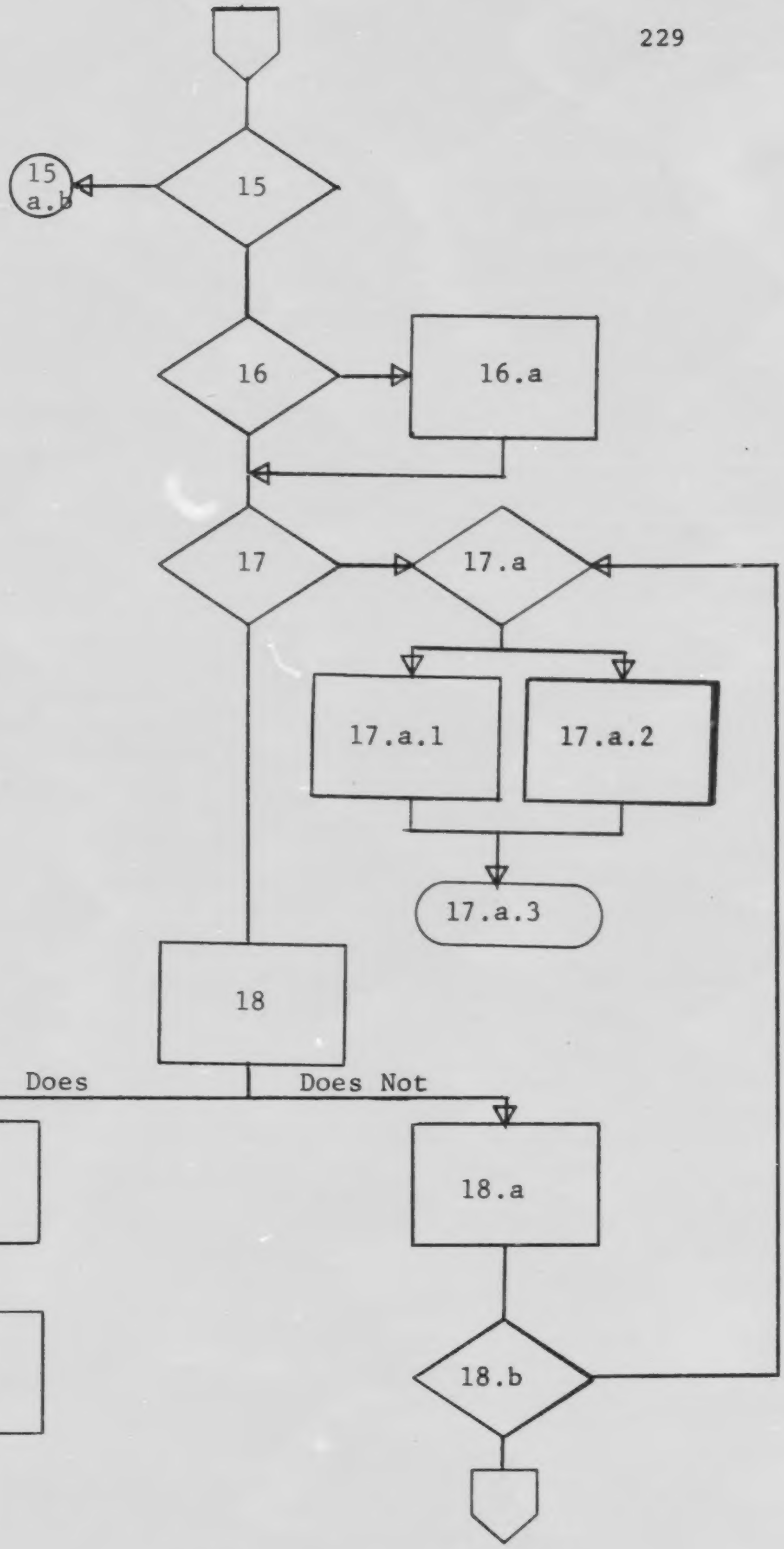
15. Watch for indicators of need for immediate medical attention.
    a. Make arrangements, if needed, to transport driver to hospital.
    b. Administer first aid, if needed.
16. Decide if you are going to advise driver of constitutional rights.
    a. Advise driver of these rights.
17. Decide if you desire driver to get out of vehicle.
    a. Decide on other action to be taken.
        (1) Use of citation for traffic violation.
        (2) Traffic warning.
        (3) Release of driver and vehicle, return to patrol.
18. Request that driver step out of vehicle.

If He Does Not

a. Persuade driver to get out of vehicle.
b. Decide if you have enough evidence to make an arrest.

If He Does

f. Request that driver walk to shoulder of roadway.
g. Administer dexterity tests.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Does Not

18. c. Place driver under arrest.
    d. Handcuff the violator.
    e. Make mental notes on driver condition, behavior and statements.

Does

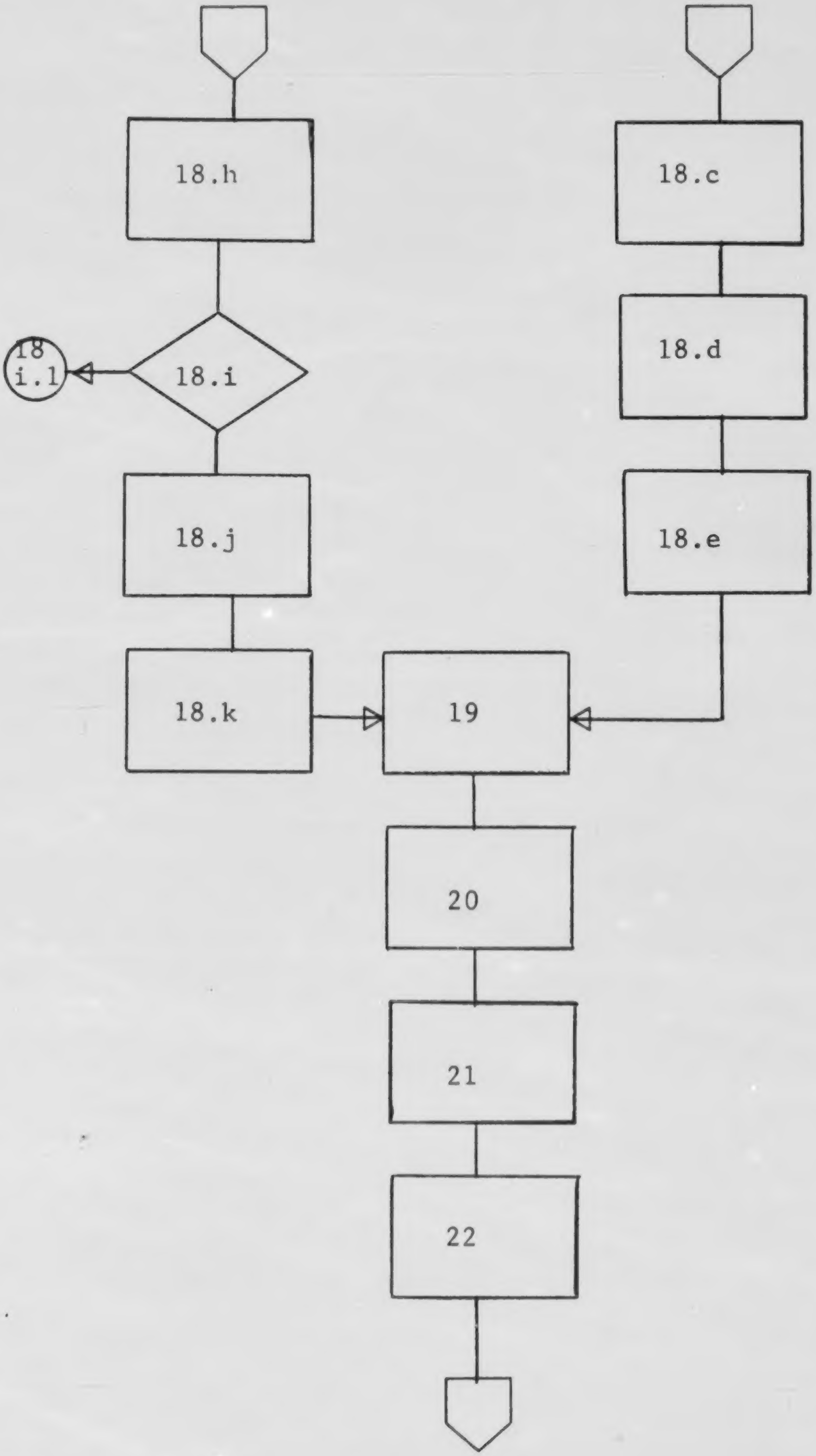
    h. Make field notes concerning results of dexterity test, condition, behavior and statements of driver.
    i. Decide if you have enough evidence to arrest violator.
        (1) If not enough evidence to arrest, take other action as shown under Step 17.
    j. Place violator under arrest.
    k. Handcuff the violator.

19. Search violator for evidence and weapons.

20. Place violator in patrol car.

21. Advise violator of rights under Implied Consent Law.

22. Make field notes on driver behavior and statements.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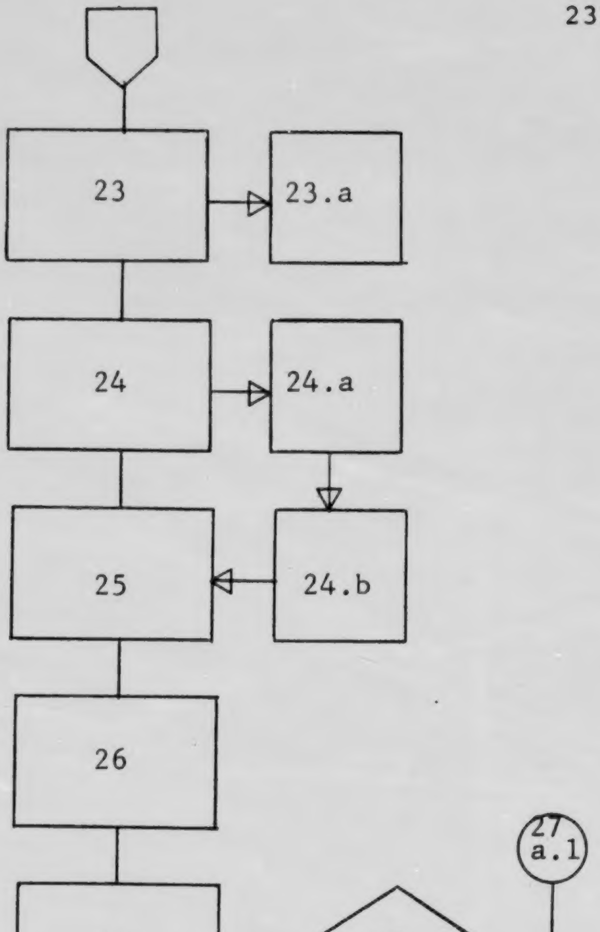
23. Interview witnesses and other occupants in vehicle.
    a. Make field notes on pertinent data and statements.
24. Search violator's car for evidence or contraband.
    a. Label and identify all evidence or contraband seized.
    b. Lock all evidence in patrol car.
25. Perform complete inventory of vehicle and its contents, fill out any necessary forms for this purpose.
26. Advise violator of any and all items removed from vehicle.
27. Make arrangements for protection of violator's vehicle.
    a. Decide on disposition of other occupants of vehicle.
        (1) Place occupants under arrest.
        (2) Arrange transportation and any needed care of occupants.
28. Decide where violator will be transported.
29. Transport violator.
    a. If to hospital, plan to make necessary arrangements.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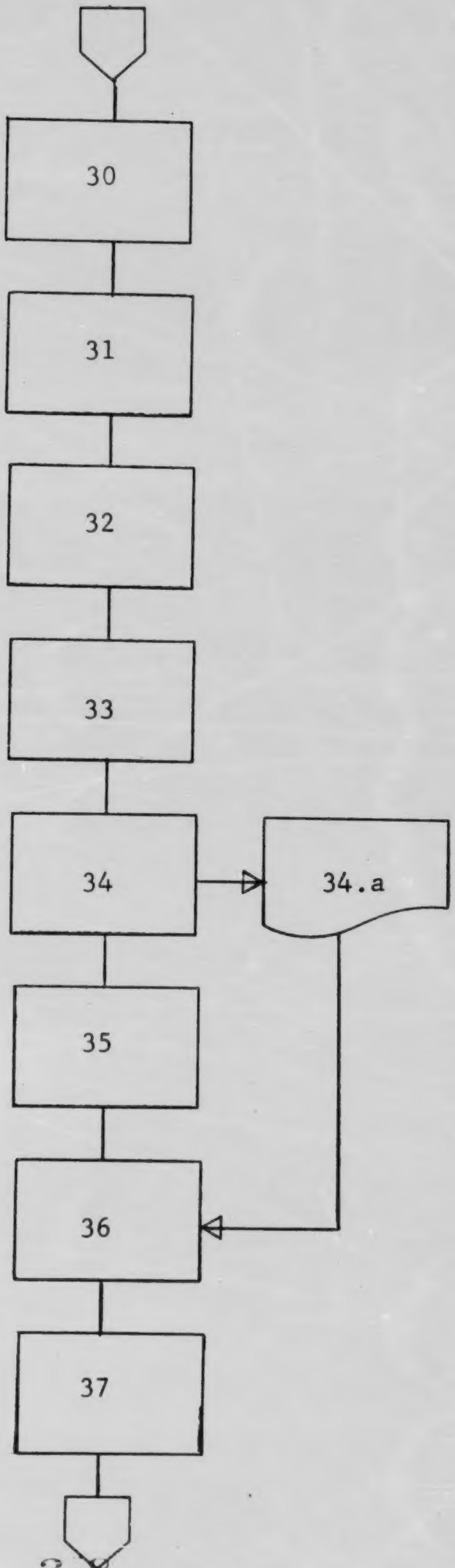
30. Make mental notes of comments, actions and condition of violator while enroute.
31. Upon arrival at detention facility, perform complete search of violator, label and identify any evidence seized.
32. Re-advise violator of constitutional rights.
33. Grant violator use of telephone.
34. Re-advise violator of Implied Consent Rights.
    a. If violator refuses chemical test, complete refusal forms and have violator, witnesses and arresting officer sign.
35. Complete Advisement of Rights Form, have violator, witnesses and arresting officer sign.
36. Take violator to booking officer for booking of charges.
37. Observe booking process.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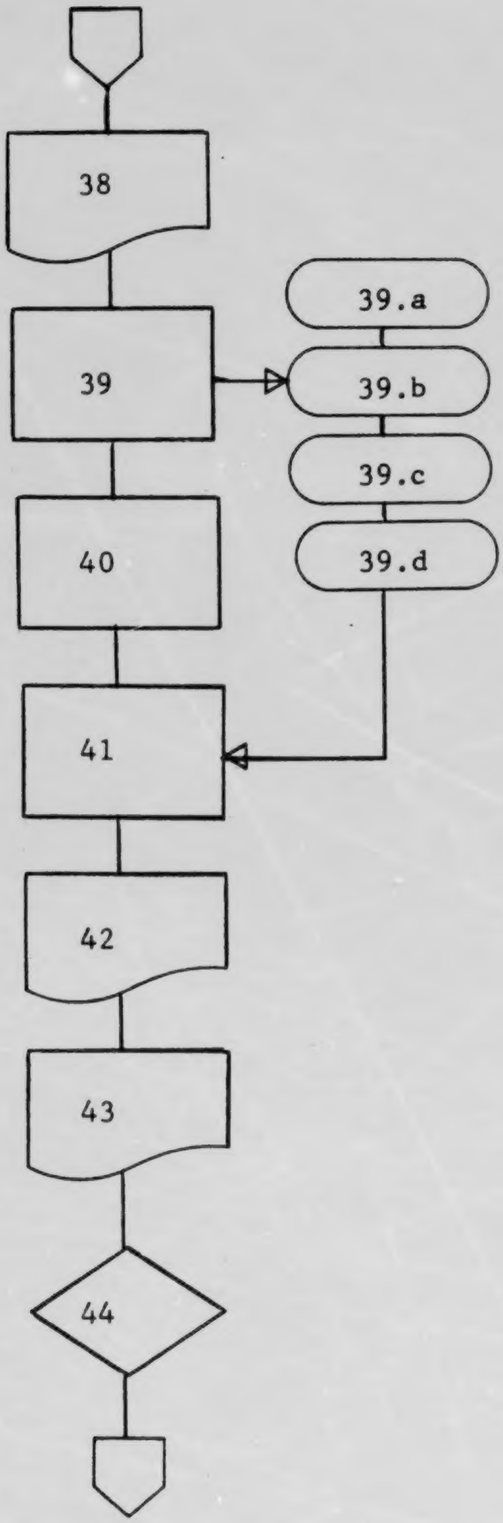
38. Begin filling out Alcohol Influence Forms.
39. Take violator to chemical testing authority for desired chemical test.
    a. Blood.
    b. Breath.
    c. Saliva.
    d. Urine.
40. Observe violator for 20 minutes prior to breath test.
41. Conduct or observe chemical test.
42. Sign chemical test forms.
43. Complete filling out Alcohol Influence Forms.
44. Decide if violator is to be detained.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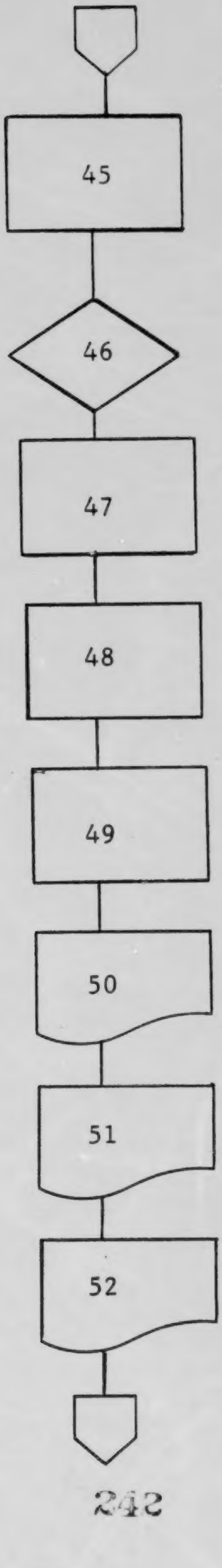
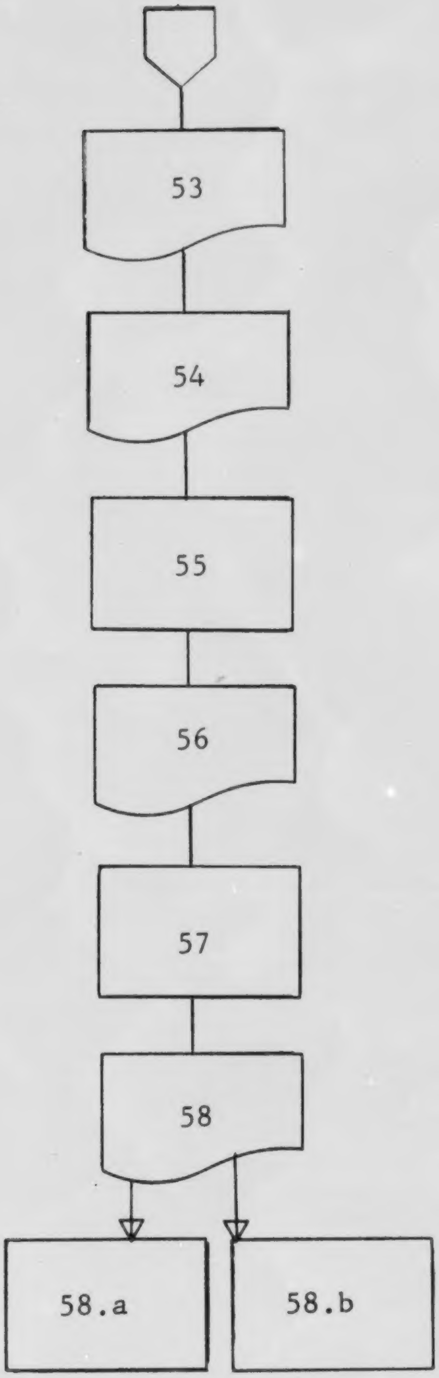
45. Fingerprint and photograph violator.
46. Decide where violator will be detained.
47. Have checks made for criminal record or wants.
48. Have driver records check made.
49. Check local records for criminal record.
50. Complete Arrest Report.
51. Complete Prosecutor's Confidential Report.
52. Issue citation for DWI.



53. Assemble all forms, documents, reports and evidence for review by supervisor or review officers.
54. Place forms, documents and reports in appropriate location.
55. Place evidence in appropriate safe location.
56. Take forms, documents, reports and evidence to prosecutor.
57. Discuss case with prosecutor.
58. Sign complaint with specified charges.
    a. 1st offense, follow normal procedures for trial.
    b. 2nd and 3rd offense, follow normal procedures for arraignment, preliminary hearing and trial.


58.a
58.b

Subject #5

DETECTION OF DRINKING DRIVER--APPREHENSION

1:00 Hour

Subject Objective:

To understand nature of drinking driver clues during apprehension process.

Subject Unit:

5.1 Detecting drinking driver clues while apprehending vehicle.

Appendix:

5-A. Reinforcement detection clues.

Lesson Plan

Unit 5.1

Detecting Drinking Driver Clues While Apprehending Vehicle

Unit Objective:

To understand nature of drinking driver clues while apprehending vehicle.

Terminal Objectives:

5.1.3 . . . be able to identify and record the types of reinforcement clues, depicting a drinking driver, observed while apprehending a vehicle.

5.1.4 . . . be able to interpret and weigh the drinking driver evidence accumulated through observing identification and reinforcement clues.

References:

None.

Materials:

1. Appropriate transparencies from previous subject.
2. Student response forms for practice in identifying apprehension clues (SRC 5.1.3-A).
3. Student response forms for recording their interpretation of accumulative evidence, i.e., identification and reinforcement clues (SRC 5.1.4-B).
4. Film situations #22-29 (5.1.3-A) and (5.1.5-B) on Phase II reinforcement clues and Phase I and II clue combinations.

Equipment:

1. 16 mm projector.
2. Overhead projector.

Assignment:

1. Read Subject #5 in Student Manual on Detecting Drinking Driver Clues While Apprehending Vehicle.
2. Become familiar with reinforcement detection clues in Appendix 5-A of Subject #5 in Student Manual.

Study Questions:

1. What types of driving maneuvers would be committed by drinking drivers during apprehension?
2. What types of human indicators (personal behavior) would an officer be able to discern while stopping a drinking driver?
3. Having identified a possible drinking driver, what additional evidence might you look for while you are stopping the vehicle?
4. What is the relationship between the initial clues which caused you to pursue a drinking driver suspect and those behaviors you observe while apprehending (stopping) the vehicle? How would you use them to start building your case?

Learning Activity

Unit 5.1

Detecting Drinking Driver Clues While Apprehending Vehicle

Activity		
	Instructor Ref. & Aids	Time
Unit Objective: To understand the nature of drinking driver clues while apprehending vehicle.		
Content Topics: 5.1.1 Review of previous subject. 5.1.2 Overview of unit. 5.1.3 Types of reinforcement detection clues observed during apprehension, indicating drinking drivers. 5.1.4 Assessing accumulated evidence obtained from identification and reinforcement detection clues. 5.1.5 Summary of unit.		
5.1.1 Review of previous subject.		2
A. Review briefly the nature of identification detection clues (Phase I)-Pre-apprehension.	Aid. Use selected aids from previous subject.	
'Note: Time spent on this topic will ' 'depend on amount of time that has passed' 'since presenting previous subject. '		
1. Nature and description of detection task.		
2. Types of identification detection clues that indicate DWI.		
3. Relating identification clues to environment.		

Activity		
	Instructor Ref. & Aids	Time
5.1.1-A (cont.)		
4. Determining enforcement action from identification detection clues in a given environment.		
B. Relate previous subject to objective of this unit.		
5.1.2 Overview of unit.		3
A. Point out topics to be covered in unit.		
B. Describe learning objectives of unit.		
C. Give brief overview of content to be covered in topics. Introduce reinforcement clues (Phase II).	Aid. Transparency of Table 4-2.	
1. Types of reinforcement clues observed during apprehension indicating drinking driver.		
2. Assessing accumulated evidence:		
a. Relationship of reinforcement clues to decision making process.		
b. Student practice in interpreting and weighing evidence.		
D. Inform students of teaching method to be used in unit.		
1. Presenting examples of reinforcement detection clues--apprehension.		
2. Presenting examples of identification and reinforcement clues in combination.		
3. Demonstrating the relationship of reinforcement clues to previously obtained identification clues.		

Activity	Instructor Ref. & Aids	Time
5.1.2 (cont.)		
E. Inform students of evaluation methods to be used in unit.		
1. Student response to brief display of single reinforcement detection clue(s).		
2. Student response to brief display of combined identification and reinforcement clues.		
3. Practice in interpreting and weighing the accumulated evidence from identification and reinforcement clues.		
5.1.3 Types of reinforcement clues, observed during apprehension, indicating drinking driver.		25
* * * *		
Learning Objective:		
. . . When shown filmed situations of several types of reinforcement clues during apprehension of a vehicle, the student will be able to instantly identify and record the types of reinforcement clues that indicate a drinking driver with 100% accuracy on single clues and 80% accuracy on clue combinations.		
* * * *		
A. Prepare students for lab session on detecting drinking driver reinforcement clues during apprehension (Phase II).	Aid. Student Response Card 5.1.3-A.	
1. Distribute student response cards.		

Activity	Instructor Ref. & Aids	Time
5.1.3-A (cont.)		
2. Explain nature and use of response cards.		
3. Discuss problem solving method (film use procedure).		
B. Demonstrate filmed situations that exemplify reinforcement (Phase II) clues, during apprehension, that depict drinking drivers.	Aid. Film situation 5.1.3-A on reinforcement clues during apprehension (situations 22-24).	
'Note: Appendix 5-A lists the reinforcement clues identified for detecting drinking driver during apprehension (Phase II). Selected filmed situations portray examples from the list.'		
1. Use selected film segments to demonstrate reinforcement clues.		
2. Have students identify and record Phase II clues on response card.		
3. Discuss content on demonstration situations.		
5.1.4 Assessing Accumulated evidence obtained from identification and reinforcement detection clues.		25
* * * *		
Learning Objective:		
. . . Having reacted to identification clues in Subject #4, and having reacted to situations depicting reinforcement clues during apprehension of suspect, the student will be able to assess and interpret the accumulated evidence, quickly and with 80% accuracy in the manner prescribed by the instructor.		
* * * *		

Activity	Instructor Ref. & Aids	Time
5.1.4 (cont.) A. Discuss the relationship of reinforcement clues to the decision making process. 1. Review the means by which identification clues serve as catalysts for initial enforcement action: a. Evidence of DWI probability requires instant contact. b. Evidence of DWI possibility requires seeking (observing further) additional clues. If sufficient clues exist, then contact. c. Evidence of DWI driving does not materialize--disregard. 2. Extent that clues observed during apprehension procedure reinforce identification clues: a. Evidence that initial interpretation of driving behavior is definitely reinforced. b. Evidence that initial interpretation of driving behavior is possibly reinforced. c. No evidence to support initial interpretation. 3. Accumulation of clues lead to ultimate enforcement action: a. Each set of clues (Phase I, II and III) either independently document, substantiate initial interpretation, or require additional evidence.		

Activity	Instructor Ref. & Aids	Time
5.1.4-A.3 (cont.)		
b. The sum of these clues (accumulation) ultimately builds officer's case.		
c. Clues for Phase III (as well as Phase IV) will be covered in subsequent subjects.		
B. Permit students to practice interpreting and weighing the drinking driver evidence accumulated through observing identification and reinforcement clues.	Aid. Film situations #25-29, 5.1.5-B.	
1. Distribute forms to students for recording their interpretation and weighing of the evidence.	Aid. Student Response Card 5.1.4-B.	
2. Explain procedure for conducting practice session:		
a. Series of situations to be shown to depict initial identification clues and reinforcement clues in combination.		
b. Students to react to each series and instantly record their interpretation.		
3. Show series of situations that depict accumulation of identification clues and reinforcement clues. Students to react and record their interpretations.		
4. Collect forms from each student after showing of film for evaluation.		

Activity	Instructor Ref. & Aids	Time
5.1.5 Summary of unit.		5
A. Review briefly the content covered in this unit.		
1. Reinforcement clues from observing vehicle and driver during apprehension.		
2. Assessing and interpreting the accumulated evidence obtained from both identification and reinforcement clues.		
B. Answer students' questions regarding content of this unit.		

APPENDIX 5-A

REINFORCEMENT DETECTION CLUES

Unit 5.1

REINFORCEMENT
DETECTION CLUES
(Apprehension)
(Phase II)

II-A CLUES FOR DETECTING VEHICLE MANEUVERS OF DRINKING DRIVERS DURING APPREHENSION

Clue Class	Clue Elements and Behaviors
II-A-1 Attempts to elude.	A. Acceleration: 1. Accelerates rapidly. 2. Comes to full stop, then accelerates rapidly. B. Turning movements: 1. Side-streets. 2. Driveways. C. Turns off lights. D. Passes on right. E. Disregards traffic controls: 1. Signs (e.g., stop, yield). 2. Signals.
II-A-2 Failure to stop promptly.	A. Appears to perceive signal to stop: 1. Increases speed moderately; e.g., by 10 mph. 2. Maintains constant speed. 3. Decreases speed but not to full immediate stop. B. Does not appear to perceive signal: 1. Increases speed moderately; (e.g., by 10 mph.). 2. Maintains constant speed. 3. Decreases speed but not to full immediate stop.

Clue Class	Clue Elements and Behaviors
II-A-3 Loss of control of vehicle.	A. Veers left: 1. Into oncoming lane. 2. Across oncoming lane and continues off roadway.
	B. Veers right: 1. Off roadway. 2. Onto shoulder. 3. Strikes curb. 4. Strikes object in roadway (e.g., parked car).
II-A-4 Comes to abrupt halt.	A. Without locking brakes: 1. Comes to unusually fast stop.
	B. Locking wheels: 1. Skids to a stop.
II-A-5 Stops in roadway (where shoulder is available).	A. Two-lane, two-way street: 1. Stops in oncoming lane (left lane). 2. Stops in right lane.
	B. Multi-lane, one-way street: 1. Stops in center lane. 2. Stops in right lane.
II-A-6 Jerky stopping.	A. Uncoordinated, jerky stop.
II-A-7 Uses wrong turn signal.	A. Activates left turn signal: 1. Then turns to right.
	B. Activates right turn signal: 1. Then turns to left.
II-A-8 Unnecessarily obstructing other traffic.	A. Public roadway: 1. Cross street. 2. Entrance/exit to expressway.
	B. Private: 1. Business entrance. 2. Shopping center entrance or exit. 3. Factory entrance or exit.

Clue Class	Clue Elements and Behaviors
II-A-9 Vehicle left in gear -- creeps forward.	A. Creeps forward: 1. Driver realizes it and stops his vehicle himself. 2. Driver fails to realize it -- must be told to stop the vehicle. 3. Driver fails to realize it -- officer stops the vehicle. B. Backs up: 1. Driver realizes it and stops his vehicle himself. 2. Driver fails to realize it -- must be told to stop the vehicle. 3. Driver fails to realize it -- officer stops the vehicle.
II-A-10 Erratic driving.	A. Improper lane usage: 1. Straddles lane. 2. Starts to make turn, then returns to driving lane. B. Disregard of signs and signals: 1. Traffic signals. 2. Stop signs. 3. Yield signs. C. Forces traffic off road.

II-B HUMAN INDICATORS FOR DETECTING VEHICLE MANEUVERS OF DRINKING DRIVERS DURING APPREHENSION

Clue Class	Clue Elements and Behaviors
II-B-1 Concealing alcoholic beverages.	A. In various places in the car: 1. Under the seats. 2. On floorboards. 3. In glove compartment. 4. Between edge of driver's seat and driver's door. 5. Between driver's seat and transmission hump (bucket seat models). 6. On seat under loose object (e.g., jacket).
	B. About the driver's person: 1. In clothing being worn (e.g., jacket pocket, trouser's pocket). 2. By sitting on the items. 3. In waistband of trousers. 4. In purse or handbag.
II-B-2 Assumes erect position in seat.	A. Driver sits up -- assumes erect seating position.
II-B-3 Littering.	A. Littering of alcoholic beverage containers: 1. Out driver's window. 2. Out other windows.
	B. Littering of other objects: 1. Out driver's window. 2. Out other windows.
II-B-4 Exchanging seating positions.	A. Moving vehicle: 1. As vehicle is coming to a halt.
	B. Stationary vehicle: 1. After vehicle has halted.

Clue Class	Clue Elements and Behaviors
II-B-5 Signs of emotional upset.	A. Verbal signs: 1. Talks to self. B. Non-verbal signs: 1. Shakes head violently. 2. Pounds steering wheel.
II-B-6 Flees scene on foot.	A. Flees scene on foot before contact by officer.

Subject #6

PRE-ARREST INVESTIGATION--FIELD CONTACT

3:00 Hours

Subject Objective:

To understand the nature of drinking driver field investigation clues and their relationship to previously observed evidence.

Subject Units:

6.1 Detection of drinking driver clues during field contact pre-arrest investigation.

6.2 Determining enforcement action from accumulated detection clues.

Appendices:

6-A. Field contact investigation detection clues.

6-B. Decision matrix for accumulated detection clues.

Lesson Plan

Unit 6.1

Detecting Drinking Driver Clues During Field Contact Pre-Arrest Investigation

Unit Objective:

To understand nature of drinking driver clues during field contact pre-arrest investigation.

Terminal Objective:

6.1.3 . . . be able to identify the various types of psychophysical clues that depict alcohol impairment.

References:

None.

Materials:

1. Appropriate transparencies from Subject #4.
2. Film situations #30-32 (6.1.3-A) on psychophysical clues during pre-arrest investigation.

Equipment:

1. 16 mm projector.
2. Overhead projector.

Assignments:

1. Read Unit 6.1 of Student Manual on Detection of Drinking Driver Clues During Field Contact Pre-Arrest Investigation.
2. Become familiar with field contact pre-arrest investigation clues in Appendix 6-A of Subject #6 in Student Manual.

Study Questions:

1. What types of physiological clues (condition) would be observable in a drinking subject during pre-arrest field investigation?

2. What types of psychological clues (behavior) would be observable in a drinking subject during pre-arrest field investigation?

3. What types of actions committed by a drinking subject would be observable during pre-arrest field investigation?

4. What other types of evidence (physical) depicting drinking would be observable during pre-arrest field investigation?

Learning Activity

Unit 6.1

Detecting Drinking Driver Clues During Field Contact Pre-Arrest Investigation

Activity		
	Instructor Ref. & Aids	Time
Unit Objective:		
To understand nature of drinking driver clues during field contact pre-arrest investigation.		
Content Topics:		
6.1.1 Review of previous subject. 6.1.2 Overview of unit. 6.1.3 Psychophysical and other indicators of alcoholic influence detected during field investigation. 6.1.4 Summary of unit.		
6.1.1 Review of previous subject.		2
A. Review briefly the nature of reinforcement detection clues.		
'Note: Time spent on this topic will depend on amount of time that has passed since presenting previous subject.'		
1. Types of reinforcement detection clues observed during apprehension indicating drinking drivers.		
2. Assessment of accumulated evidence obtained from identification and reinforcement clues.		

Activity	Instructor Ref. & Aids	Time
6.1.1 (cont.)		
B. Relate previous subject to objective of this unit.		
6.1.2 Overview of unit.		3
A. Point out topics to be covered in unit.		
B. Describe learning objectives of unit.		
C. Give brief overview of content to be covered in topic. Introduce field contact pre-arrest investigation clues.	Aid. Transparency of Table 4-2 (1).	
1. Physiological indicators of alcoholic influence detected during field investigation.		
2. Psychological indicators of alcoholic influence detected during field investigation.		
3. Subject's actions which indicate alcoholic influence detected during field investigation.		
4. Other factors which indicate alcoholic influence detected during field investigation.		
D. Inform students of teaching method to be used in unit.		
1. Discuss types of physiological indicator investigation clues.		
2. Discuss types of psychological indicator investigation clues.		
3. Discuss types of subject's actions as investigation clues.		
4. Discuss types of other drinking driver factors as investigation clues.		

Activity	Instructor Ref. & Aids	Time
6.1.1-D (cont.) 5. Present filmed examples of psychophysical detection clues.		
6.1.3 Psychophysical and other indicators of alcoholic influence detected during field investigation.		35
* * * * Learning Objective: . . . When shown situations exemplifying types of psychophysical indicators during field contact pre-arrest investigation, the student will be able to identify the types of psychophysical clues that indicate an inebriated subject with 80% accuracy according to information obtained in class. * * * *		
'Note: Appendix 6-A lists the various types of clues that indicate alcohol influence detected during field pre-arrest investigation (Phase III). Selected filmed examples of these clues should be used for demonstration.'		
A. Show students filmed situations that exemplify psychophysical types of clues, during field pre-arrest investigation, that depict an inebriated subject. 1. Use film situations depicting Phase III clues. 2. Discuss content of situations with class.	Aid. Film situations #30-32 on psychophysical indicators during pre-arrest field investigation (6.1.3-A).	

Activity		
	Instructor Ref. & Aids	Time
6.1.4 Summary of unit.		5
A. Review briefly the content covered in this unit.		
1. Physiological indicators from observing subject during pre-arrest investigation.		
2. Psychological indicators from observing subject during pre-arrest investigation.		
3. Subject's actions observed during pre-arrest investigation.		
4. Other evidentiary factors observed during pre-arrest investigation.		
B. Answer students' questions pertaining to content of this unit.		

Lesson Plan

Unit 6.2

Determining Enforcement Action From Accumulated Detection Clues

Unit Objective:

To be able to determine appropriate enforcement action based on accumulated detection clues.

Terminal Objective:

6.2.3 . . . be able to make appropriate decision as to enforcement action that should be taken.

References:

None.

Materials:

1. Appropriate transparencies from previous detection units (4.1.5-B) (4.1.5-D).
2. Transparency of decision matrix for accumulated detection clues (6.2.3-C.1).
3. Student practice forms for response in practice sessions (SRC 6.2.3-D).
4. Film situations #33-48 (6.2.3-D) showing accumulated detection clues.

Equipment:

1. 16 mm projector.
2. Overhead projector.

Assignment:

1. Read Unit 6.2 in Student Manual on Determining Enforcement Action From Accumulated Detection Clues.
2. Become familiar with decision matrix for accumulated detection clues in Appendix 6-B of Subject #6 in Student Manual.

Study Questions:

1. What is the relationship between the initial clues which cause you to pursue a drinking driver suspect, the reinforcement clues obtained when apprehending the suspect, and those behaviors and conditions you observe during the field pre-arrest investigation? How would you use the sum of these clues to build your case?

2. What alternatives for taking enforcement action does an officer have after considering all his evidence?

Learning Activity

Unit 6.2

Determining Enforcement Action From Accumulated Detection Clues

Activity	Instructor Ref. & Aids	Time
Unit Objective:		
To be able to determine appropriate enforcement action based on accumulated detection clues.		
Content Topics:		
6.2.1 Review of previous units on detection.		
6.2.2 Overview of unit.		
6.2.3 Making enforcement decisions.		
6.2.4 Summary of unit.		
6.2.1 Review of previous units on detection.		2
A. Review briefly the various phases of detection.	Aid. Transparencies of detection phases (4.1.5-B) (6).	
1. Identification clues--Subject #4.		
2. Reinforcement clues--Subject #5.		
3. Field Investigation clues--Subject #6.	Aid. Transparency of Table 4-2 (4.1.5-D).	
B. Relate previous units on detection to objective of this unit.		
6.2.2 Overview of unit.		3
A. Point out topics to be covered in unit.		
B. Describe learning objective of unit.		
C. Give brief overview of student practice activities and content to be covered in topics of unit.		

Activity	Instructor Ref. & Aids	Time
6.2.2-C (cont.) 1. Assessing accumulated evidence: a. Relationship of field investigation clues to decision making process. b. Student practice in interpreting and weighing the evidence. 2. Making enforcement decisions. D. Refer students to decision matrix for accumulated detection clues in their manual. 1. Nature and characteristics of summary matrix: a. Accumulated clues. b. Related to enforcement options --arrest, cite, or release. 2. Purpose and functions of summary matrix. 3. How to use the summary matrix. E. Inform students of teaching and evaluation method to be used in unit. 1. Practice in interpreting and weighing the accumulated evidence from identification, reinforcement and investigation clues. 2. Practice in making enforcement decisions.		

Activity	Instructor Ref. & Aids	Time
6.2.3 Making enforcement decisions.		110

* * * *

Learning Objective:

. . . Having interpreted and weighed the evidence from Phase I, II and III detection clues, the student will be able to make, instantly and accurately, an appropriate decision as to type of enforcement action required in the manner prescribed by the instructor.

* * * *

A. Discuss the relationship of field investigation clues to the decision making process.

1. Review that identification clues serve as catalyst for initial enforcement action:

   a. Evidence of probable DWI.

   b. Evidence of possible DWI or DWAI.

   c. Insufficient evidence--disregard.

2. Review that clues observed during apprehension, reinforce identification clues:

   a. Evidence that initial clues definitely reinforced.

   b. Evidence that initial clues possibly reinforced.

   c. No evidence to support initial clues.

Activity	Instructor Ref. & Aids	Time

6.2.3-A (cont.)

3. Extent that clues observed during field pre-arrest investigation reinforce previous clues:
   a. Previous clues definitely reinforced.
   b. Previous clues possibly reinforced.
   c. No evidence to support previous clues.
4. Accumulation of clues lead to ultimate enforcement action:
   a. Each set of clues either independently document, substantiate previous interpretations, or require additional evidence.
   b. The sum of all clues (accumulation) build officer's case.

B. Permit students to practice interpreting and weighing the drinking driver evidence accumulated through observing identification, reinforcement and investigation clues.

> Note: The following exercise is to be conducted in conjunction with strategy D below.

1. Distribute forms to students for recording their interpretations and weighing of evidence.
2. Explain procedure for conducting practice sessions:

Activity	Instructor Ref. & Aids	Time
6.2.3-B.2 (cont.)		
a. Series of filmed situations to be shown to depict all types of detection clues in combination.		
b. Students to react to accumulated clues and record their interpretations.		
3. Show series of situations that depict all types of detection clues in combinations. Students to react and record their interpretations.		
4. Collect forms from each student after showing filmed situations.		
C. Discuss the nature and type of alternatives in alcohol enforcement.	Aid. Decision matrix on accumulated detection clues (Transparency 6.2.3-C.1).	
1. Types of enforcement alternatives:		
a. Arrest.		
b. Cite.		
c. Release.		
d. Seek additional evidence.		
2. Time and place of enforcement decisions:		
a. Usually decision can be made in field.		
b. Occassionally must be delayed for follow-up.		
c. In some instances will be made at station.		

Activity	Instructor Ref. & Aids	Time
6.2.3 (cont.)		
D. Permit students to practice identifying and recording accumulated detection clues and making enforcement decisions.		
1. Distribute forms to students for recording their decision for enforcement action.	Aid. Student Response Card 6.2.3-D.	
2. Explain procedure to be used in practice session:		
a. Several series of situations to be used to depict all types of detection clues.		
b. Select situations will be shown for demonstration.	Aid. Film situations #33-34 for demonstration of accumulated clues (6.2.3-D.2.b).	
c. Select situations will be shown for student practice session.	Aid. Film situations #35-37 for practice test (6.2.3-D.2.c).	
d. Several situations will be shown to test student comprehension of content.	Aid. Film situations #38-48 for testing over accumulated clues (6.2.3-D.2.d).	
e. Students to react to each series of situations and instantly record their decisions.		
3. Show numerous situations in various combinations that depict all phases of detection clues. Students to react and record their clues and enforcement decisions.		

Activity	Instructor Ref. & Aids	Time
6.2.3-D (cont.)		
4. Collect forms from each student after showing situations.		
6.2.4 Summary of unit.		5
A. Review briefly the content covered in this unit.		
1. Assessing and interpreting accumulated evidence from identification, reinforcement and field investigation clues.		
2. Making enforcement decisions.		
B. Answer students' questions pertaining to content of this unit.		

APPENDIX 6-A

FIELD CONTACT INVESTIGATION DETECTION CLUES

Unit 6.1

INVESTIGATION -- FIELD CONTACT
DETECTION CLUES
(Phase III)

III-A PHYSIOLOGICAL INDICATORS OF ALCOHOLIC INFLUENCE DETECTED DURING INVESTIGATION

Clue Class		Clue Elements and Behaviors
III-A-1 Dilated pupils.	A.	Obviously dilated pupil.
III-A-2 Slow pupil reaction to light.	A.	Slow pupil reaction.
III-A-3 Bloodshot, watery eyes.	A.	Bloodshot, watery eyes.
III-A-4 Deficient depth perception.	A.	Finger-to-nose test: 1. "Poor" results.
	B.	Picking up coin test: 1. "Poor" results.
	C.	Reaching for object (e.g., door handle of patrol car): 1. Fails to grasp door handle.
	D.	Walks into objects (e.g., patrol car): 1. Collides with object.
III-A-5 Complaint of double vision.	A.	Complains of double vision.
III-A-6 Crossed eyes.	A.	Eyes are "crossed."
III-A-7 Affected speech.	A.	Impaired speech: 1. Slurred. 2. Slow and deliberate.
III-A-8 Talkative.	A.	Talks continuously on same topic.

Clue Class	Clue Elements and Behaviors
III-A-9 Affected hearing.	A. Partial loss of hearing: 1. Difficulty in hearing normal conversational tones. 2. Loud car radio.
	B. Hears better than usual.
III-A-10 Complaint of ringing in ears.	A. Complains of ringing in ears (due to high BAC).
	B. Complains of ringing in ears -- no alcohol in body.
III-A-11 Increased reaction time.	A. Turns during "walking straight line" test: 1. Fails to turn quickly.
	B. Avoids approaching object (e.g., patrol car door being opened): 1. Fails to avoid object.
III-A-12 Impaired balance.	A. While standing still: 1. During psychophysical test(s). 2. Non-test situation.
	B. While walking: 1. During psychophysical test(s). 2. Non-test situation.
III-A-13 Impaired walking.	A. Stands and walks with legs far apart.
III-A-14 Impaired coordination.	A. Uncoordinated movement of hands and fingers (e.g., fumbling while locating driver's license).
III-A-15 Deliberate body movements.	A. Arm movements (e.g., picking up an item): 1. Slow, deliberate motion.
	B. Leg movements (e.g., walking): 1. Slow, deliberate motion.
	C. Head movement: 1. Slow, deliberate motion.

Clue Class		Clue Elements and Behaviors
III-A-16 Hiccoughing and belching.	A.	Hiccoughs.
	B.	Belches.
III-A-17 Nausea and vomiting.	A.	Complains of nausea (but no vomiting).
	B.	Complains of nausea resulting in vomiting.
III-A-18 Urge to urinate.	A.	Complains of strong urge to urinate.
III-A-19 Incontinence of urine and feces.	A.	Incontinence of urine only (e.g., wet trousers).
	B.	Incontinence of urine and feces (e.g., wet and soiled trousers).
III-A-20 Fatigue.	A.	While standing.
	B.	While sitting (e.g., in patrol car).
III-A-21 Feeling of warmth.	A.	Outside of any vehicle (e.g., not wearing a jacket in cold weather).
	B.	In vehicle (e.g., patrol vehicle).
III-A-22 Dizziness.	A.	Complaint of dizziness.
III-A-23 Decreased sense of pain.	A.	Injury sustained in officer's presence (e.g., walking into car door); does not react normally.
	B.	Visible injury not sustained in officer's presence (e.g., laceration).
III-A-24 Coarse tremors.	A.	Coarse tremors of hands, arms and head.
III-A-25 "Blacked out" condition.	A.	Cannot recall events immediately preceding the police contact.

Clue Class		Clue Elements and Behaviors
III-A-26 Feelings of numbness.	A.	Complains of various body parts being numb.
III-A-27 D-Ts (delirium tremens).	A.	Active case of D-Ts.
III-A-28 Difficulty in breathing.	A.	Labored breathing (e.g., shallow, very rapid, etc.).
III-A-29 Unconscious.	A.	Unconscious.
III-A-30 Abnormal Facial color.	A.	Flushed.
	B.	Pallid.
III-A-31 Closely bitten fingernails.	A.	Extremely short.
III-A-32 Multiple bruises.	A.	Head.
	B.	Arms.
	C.	Hands.
III-A-33 Tattoos.	A.	Professional tattoo(s).
	B.	Self inflicted tattoo(s).
III-A-34 Odor of alcoholic beverages on breath.	A.	Odor is present: 1. Strong. 2. Moderate. 3. Slight.

III-B PSYCHOLOGICAL INDICATORS OF ALCOHOLIC INFLUENCE DETECTED DURING INVESTIGATIONS

Clue Class	Clue Elements and Behaviors
III-B-1 Increased self-confidence.	A. Confident in speech; unsure in actions (e.g., producing driver's license).
III-B-2 Loss of comprehension.	A. Understanding officer's verbal directions: 1. Hears but doesn't understand.
	B. Understanding officer's demonstration of psychophysical test: 1. Doesn't understand.
III-B-3 Emotionally unstable.	A. Sudden change of emotions (e.g., anger to laughing).
III-B-4 Disoriented.	A. Dazed condition -- can't react to environment.
III-B-5 Unprovoked hostility.	A. Hostile (e.g., insulting, argumentative).
III-B-6 Accommodating mood.	A. Request to exit vehicle: 1. Volunteers freely. 2. Reluctantly consents. 3. Objects.
	B. Administration of psychophysical tests: 1. Volunteers freely. 2. Reluctantly consents. 3. Objects.
	C. Search of vehicle: 1. Volunteers freely (e.g., "go ahead, take a look in my car!"). 2. Reluctantly consents. 3. Objects.
III-B-7 Impaired judgment.	A. Manifest in speech: 1. Unsolicited, incriminating statements. 2. Inappropriate statements (e.g., racial remark to black officer).

Clue Class	Clue Elements and Behaviors
III-B-7 (cont.)	B. Manifest in actions: 1. Consumes alcoholic beverage in officer's presence. 2. Fails to comply with sound advice of officer (e.g., failure to stay out of path of passing traffic).
III-B-8 Impaired memory.	A. Address: 1. Can't recall. B. Alphabet: 1. Can't recall.
III-B-9 Apathy.	A. Indifferent to events (e.g., total lack of concern).
III-B-10 Use of profanity.	A. Toward officer: 1. Used. 2. Used after warning by officer. B. In general conversation: 1. Used. 2. Used after warning by officer (e.g., in public area).
III-B-11 Decreased span of attention.	A. Comprehends but cannot "stay with" topic in question (e.g., a particular psychophysical test).
III-B-12 Attempts to change topic of conversation.	A. Attempts to change topic of conversation.

III-C ACTION INDICATORS OF ALCOHOLIC INFLUENCE DETECTED DURING INVESTIGATION

Clue Class	Clue Elements and Behaviors
III-C-1 Littering.	A. Tosses cans or bottles from driver's window.
	B. Tosses cans or bottles from passenger's window.
	C. Throws other litter from the vehicle.
	D. Sets alcoholic beverage containers on ground beside vehicle.
III-C-2 Heavy smoking.	A. Smokes heavily (e.g., "chain-smoking").
	B. Smokes during the contact.
III-C-3 Lighting multiple cigarettes.	A. Lights a cigarette while he has one already burning.
III-C-4 Averts breath from officer.	A. Obviously averts breathing toward officer.
III-C-5 Forceful-aggressive actions.	A. Slams vehicle doors: 1. His vehicle. 2. Patrol vehicle.
	B. Pulls items from pockets so hard as to cause contents to fall to ground.
	C. Jerks credentials from officer's hand.
	D. Slams his wallet down hard on trunk or hood of his car.

III-D OTHER INDICATORS OF ALCOHOLIC INFLUENCE DETECTED DURING INVESTIGATION

Clue Class	Clue Elements and Behaviors
III-D-1 Driving in unusual location.	A. Contacted at unusual hour in unusual location -- no explanation: 1. Not near residence. 2. Not near employment.
III-D-2 Alcoholic beverages in vehicle.	A. Beverages in vehicle: 1. Open containers. 2. Sealed containers.
III-D-3 Alcoholic beverages on person.	A. Beverages on person: 1. Pocket flask. 2. Other type of container (open). 3. Other type of container (sealed).
III-D-4 Unusual physical appearance.	A. Unusual physical appearance: 1. Torn clothing (e.g., trousers). 2. Clothing dirty in spots. 3. Loose necktie. 4. Unbuckled belt. 5. Shirttail out. 6. Shoes untied. 7. Trousers zipper open. 8. Unbuttoned trousers. 9. Unbuttoned shirt. 10. Vomitus on clothing. 11. Ruffled hair.

APPENDIX 6-B

DECISION MATRIX FOR ACCUMULATED DETECTION CLUES

DECISION MATRIX

FOR ACCUMULATED DETECTION CLUES

Decision Phase	Decision	Actions Arrest	 Cite	 Release
Identification	Stop			
	Wait			
	Disregard			
Apprehension (Reinforcement)	Definite			
	Possible			
	No			
Field Investigation (Reinforcement)	Definite			
	Possible			
	No			
Accident Investigation (If used)	Follow-up			

Subject #7

PRE-ARREST INVESTIGATION--ACCIDENTS

1:00 Hour

Subject Objective:

To understand the nature of drinking driver accident investigation clues and the inter-relationship of all detection clues.

Subject Units:

7.1 Detection of drinking driver clues during accident pre-arrest investigation.

7.2 Relationship of the four detection phases.

Appendix:

7-A. Accident investigation detection clues.

Lesson Plan

Unit 7.1

Detection of Drinking Driver Clues During Accident Pre-Arrest Investigation

Unit Objective:

To understand the nature of drinking driver clues during accident pre-arrest investigation.

Terminal Objective:

7.1.3 . . . be able to identify and record the types of pre-arrest investigation clues detected during accident investigation that indicate a DWI driver.

References:

None.

Materials:

1. Appropriate transparencies from Subject #4 (4.1.5-B) (6) and (4.1.5-D) (1).

Equipment:

1. Overhead projector.

Assignments:

1. Read Unit 7.1 in Student Manual on Detection of Drinking Driver Clues During Accident Pre-Arrest Investigation.
2. Become familiar with Accident Investigation Detection Clues in Appendix 7-A of Subject #7 in Student Manual.

Study Questions:

1. What types of vehicle maneuver (ex post facto) evidence (physical and other) would officer observe at scene of an accident that would indicate driver was DWI?

2. What types of human behavior would officer observe at scene of an accident that would indicate driver was possibly DWI?

Learning Activity

Unit 7.1

Detection of Drinking Driver Clues During Accident Pre-Arrest Investigation

Activity		
	Instructor Ref. & Aids	Time
Unit Objective:		
To understand nature of drinking driver clues during accident pre-arrest investigation.		
Content Topics:		
7.1.1 Review of previous units on detection.		
7.1.2 Overview of unit.		
7.1.3 Types of pre-arrest investigation clues that indicate possible DWI detected during accident investigation.		
7.1.4 Summary of unit.		
7.1.1 Review of previous units on detection.		2
A. Review briefly the various phases of detection.	Aid. Transparencies of detection clues (4.1.5-B) (6).	
1. Identification clues--Subject #4.		
2. Reinforcement clues--Subject #5.		
3. Field investigation clues--Subject #6.	Aid. Transparency of Table 4-2 (4.1.5-D) (1).	
B. Relate previous units on detection to objective of this unit.		
7.1.2 Overview of unit.		3
A. Point out topics to be covered in unit.		
B. Describe learning objectives of unit.		

Activity	Instructor Ref. & Aids	Time
7.1.2 (cont.) C. Give brief overview of content to be covered in topics of this unit. 1. Types of vehicle maneuver clues that indicate possible DWI detected during accident investigation. 2. Types of human behavior clues that indicate possible DWI detected during accident investigation. D. Explain method to be used for studying unit. 1. Pre-assigned reading in Student Manual. 2. Questions over content of unit. 3. Review and discussion of student responses.		
7.1.3 Types of pre-arrest investigation clues that indicate possible DWI detected during accident investigation.		30
* * * * Learning Objective: . . . When asked to describe various types of physical evidence that depict clues detected during accident investigation, the student will be able to identify and list the types of vehicle maneuver clues and human behaviors detected at the scene of an accident that indicate a DWI driver with 80% accuracy according to information obtained in class. * * * *		

Activity		
	Instructor Ref. & Aids	Time
7.1.3 (cont.)		
A. Discuss the types of pre-arrest investigation clues detected during accident investigation that indicate possible DWI.		
Note: Appendix 7-A lists the indicators of alcohol influence detected during accident investigation. The appendix illustrates the vehicle maneuver clues that may be determined through process of accident reconstruction and the behavioral clues unique to an accident situation.		
1. Classroom discussion of types of vehicle maneuver clues that indicate possible DWI detected during accident investigation. Use Appendix 7-A as guide for discussion.		
2. Classroom discussion of type of human behavior clues that indicate possible DWI detected during accident investigation. Use Appendix 7-A as guide for discussion.		
7.1.4 Summary of unit.		5
A. Review briefly the content covered in this unit.		
1. Types of pre-arrest investigation clues that indicate possible DWI detected during accident investigation.		
B. Answer students' questions pertaining to content of unit.		

Lesson Plan

Unit 7.2

Interrelation of the Four Detection Phases

Unit Objective:

To understand the interrelationships of the four detection phases.

Terminal Objective:

7.2.3 . . . be able to describe the relationship between the four detection phases.

References:

None.

Materials:

1. Detection clue decision flow chart (Chart 7-1) in Student Manual.
2. Transparency of Chart 7-1 (7.2.3-A.3) (1).

Equipment:

1. Overhead projector.

Assignments:

1. Study Unit 7.2 in Student Manual on Interrelating the Four Detection Phases.
2. Become familiar with detection clue decision flow chart (Chart 7-1) in this unit.

Study Questions:

1. How many types of decisions about enforcement actions would an officer make when identifying, apprehending and investigating a drinking driver suspect?

Study Questions (cont.)

2. How do the different types (phases) of detection clues studied in Subjects 4, 5, 6 and 7 interrelate? Are they independent of one another? Dependent on others? Combination of both?

3. What is the purpose and function of each detection phase?

Learning Activity

Unit 7.2

Interrelation of the Four Detection Phases

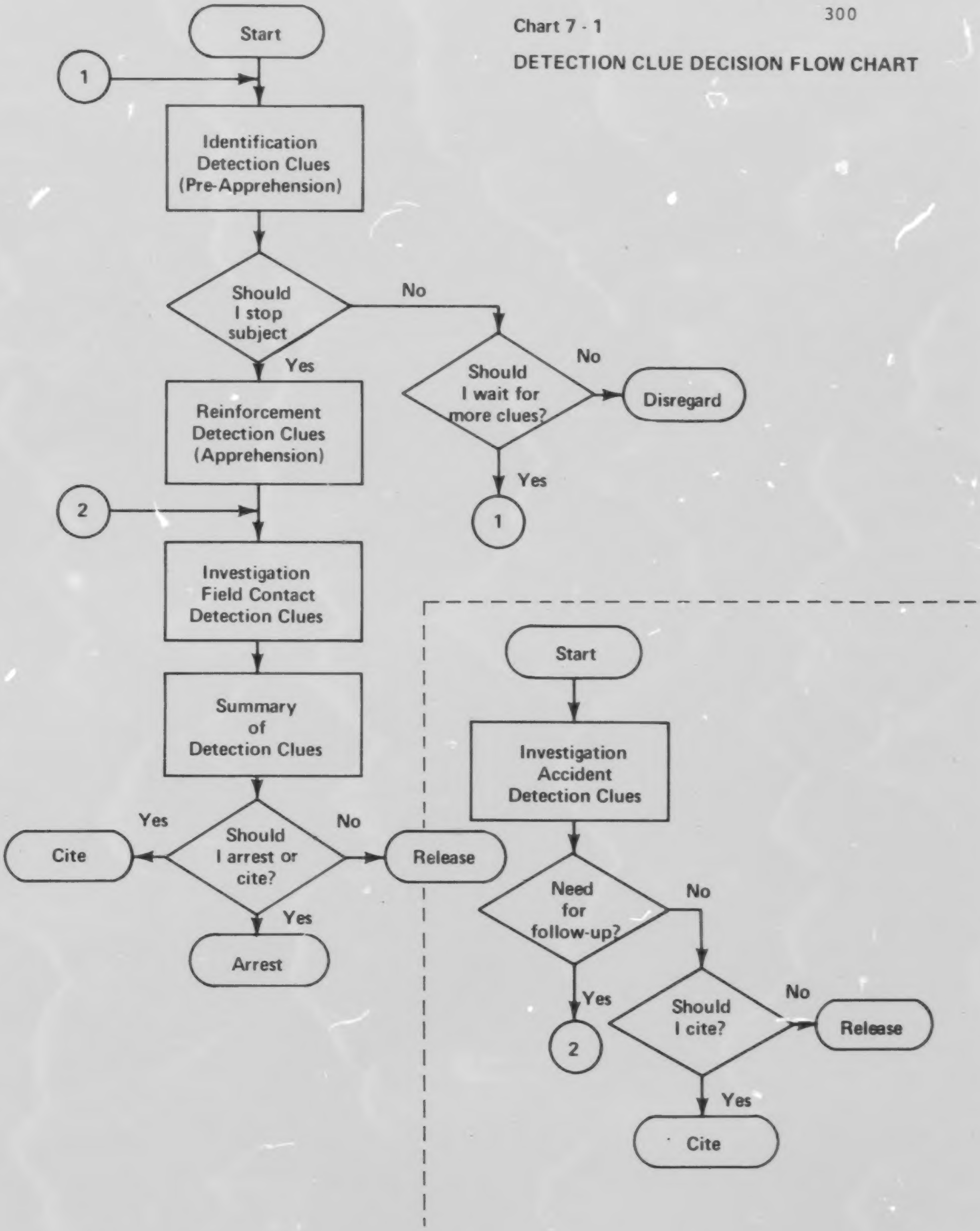
Activity	Instructor Ref. & Aids	Time
Unit Objective:		
To understand the interrelationships of the four detection phases.		
Content Topics:		
7.2.1 Review of previous units on decision making.		
7.2.2 Overview of unit.		
7.2.3 Interrelation of the four detection phases.		
7.2.4 Summary of unit.		
7.2.1 Review of previous units on decision making.		2
A. Review briefly the decision levels of previous units.		
1. Enforcement decisions based on identification clues--Subject #4.		
2. Enforcement decisions based on accumulated evidence--Subject #6.		
B. Relate previous units on decision making to objective of this unit.		
7.2.2 Overview of unit.		3
A. Point out topic to be covered in this unit.		
B. Describe learning objective of unit.		

Activity	Instructor Ref. & Aids	Time
7.2.2 (cont.)		
C. Give brief overview of content to be covered in unit.		
1. Interrelation of the four detection phases.		
7.2.3 Interrelation of the four detection phases.		10
* * * *		
Learning Objective:		
. . . When asked to summarize the total alcohol enforcement detection task, the student will be able to describe the relationship between the various detection phases by citing the function of each phase and the various levels and types of decisions that can be made with 80% accuracy according to information obtained in class.		
* * * *		
A. Discuss the interrelationships of the four phases of detection; i.e., identification, reinforcement, field contact investigation and accident investigation.		
1. Three levels of decisions:	Aid. Transparencies of detection clues from Subject #4 (4.1.5-B) (6).	
a. Decision regarding enforcement action when identifying drinking driver suspect.		
b. Decision regarding enforcement action when concluding field investigation.		
c. Decision regarding enforcement action when concluding accident investigation.		

Activity	Instructor Ref. & Aids	Time
7.2.3-A (cont.)		
2. Each set of clues interrelate with other sets:		
a. Identification clues (Phase I) are initial catalyst, start the enforcement process.		
b. Reinforcement clues (Phase II) substantiate initial interpretation.		
c. Field contact investigation clues (Phase III) further substantiate previous interpretations.		
d. Accident investigation clues (Phase IV), require initial enforcement action but different handling.		
3. Accumulated clues used for final enforcement decision (see Chart 7-1):	Aid. Transparency of Chart 7-1 (7.2.3-A.3)(1).	
a. Arrest.		
b. Cite.		
c. Release.		
7.2.4 Summary of unit.		5
A. Review briefly the content covered in the unit:		
1. Interrelation of the four detection phases.		
B. Answer students' questions pertaining to four detection phases.		

Chart 7 - 1

DETECTION CLUE DECISION FLOW CHART


Start
1
Identification Detection Clues (Pre-Apprehension)
Should I stop subject
No
Yes
Should I wait for more clues?
No
Disregard
Yes
1
Reinforcement Detection Clues (Apprehension)
2
Investigation Field Contact Detection Clues
Summary of Detection Clues
Yes
Cite
Should I arrest or cite?
No
Release
Yes
Arrest
Start
Investigation Accident Detection Clues
Need for follow-up?
No
Yes
2
Should I cite?
No
Release
Yes
Cite

APPENDIX 7-A

ACCIDENT INVESTIGATION DETECTION CLUES (PHASE IV)

Unit 7.1

INVESTIGATION--ACCIDENT DETECTION CLUES (Phase IV)

IV-A NON-HUMAN INDICATORS OF ALCOHOLIC INFLUENCE DETECTED DURING ACCIDENT INVESTIGATION

Clue Class	Clue Elements and Behaviors
IV-A-1 Skidmarks.	A. Absence of any skidmarks. B. Short skidmarks. C. Lengthy skidmarks.
IV-A-2 Tire prints on shoulder of road.	A. Entirely on shoulder. B. Partially on shoulder.
IV-A-3 Evidence of driving on wrong side of road.	A. Completely in opposing lane: 1. Final resting position of vehicles. 2. Location of damage on vehicles. 3. Location of debris on roadway. 4. Tire prints or skidmarks on roadway. 5. Statements (e.g., witnesses). B. Partially in opposing lane: 1. Final resting position of vehicles. 2. Location of damage on vehicles. 3. Location of debris on roadway. 4. Tire prints or skidmarks on roadway. 5. Statements (e.g., witnesses).

Clue Class		Clue Elements and Behaviors
IV-A-4 Evidence of weaving in roadway.	A.	Damage to objects (e.g., cars, mailboxes) on both sides of roadway.
	B.	Tire prints and skidmarks on both sides of roadway.
	C.	Statements (e.g., witnesses).
IV-A-5 Evidence of driving without lights.	A.	Statements re: driving without lights.
	B.	Light switch in "off" position.
	C.	Unoxidized headlight filament(s).
IV-A-6 Evidence of multiple previous accidents.	A.	Vehicle displays evidence of numerous minor collisions (e.g., dents, scratches).
IV-A-7 Alcoholic beverage containers in vehicle.	A.	Containers present in vehicle: 1. Evidence of recent consumption (e.g., open, cold, wet). 2. No evidence of recent consumption (e.g., unopened, bagged).
IV-A-8 Hit-run accident.	A.	Responsible vehicle and driver fled scene.
	B.	Responsible vehicle present; driver fled scene.

IV-B HUMAN INDICATORS OF ALCOHOLIC INFLUENCE DETECTED DURING ACCIDENT INVESTIGATION*

Clue Class	Clue Elements and Behaviors
IV-B-1 Hazard perception.	A. Driver states he did not perceive hazard: 1. Attempted evasive action. 2. Did not attempt evasive action. B. Driver states he perceived hazard: 1. Attempted evasive action. 2. Did not attempt evasive action.
IV-B-2 Driver indifference.	A. Driver indifferent to seriousness of accident.
IV-B-3 Awareness of driver.	A. Driver unaware that accident occurred. B. Driver unconscious.

* The clues listed are unique to an accident situation. The human indicator clues listed in Appendix A of Subject 6 also apply as Phase IV human indicators.

Subject #8

HANDLING THE DRINKING DRIVER SUSPECT

3:00 Hours

Subject Objective:

To understand the procedure for handling the drinking driver suspect.

Subject Units:

8.1 Citation or release of the non-DWI driver.

8.2 Providing care for persons needing medical attention.

8.3 Arrest of the drinking driver.

8.4 Recording and documenting evidence.

8.5 Conducting record checks.

Lesson Plan

Unit 8.1

Citation or Release of the Non-DWI Driver

Unit Objective:

To understand the procedures for citing or releasing the non-DWI driver.

Terminal Objective:

8.1.3 . . . be able to cite or release the non-DWI driver.

References:

None.

Materials:

1. Student Manual.
2. Transparency of Chart 8-1 (8.1.1-A) (1), Enforcement Alternatives.

Equipment:

1. Overhead projector.

Assignment:

1. Read Unit 8.1 in Student Manual on Citation or Release of the Non-DWI Driver.

Study Questions:

1. Having stopped a drinking driver suspect and found no evidence of alcohol impairment, what circumstances would cause you to issue a citation? Under what circumstances would you simply admonish and release the non-DWI driver?
2. How may you define the term "no evidence of alcohol impairment"?
3. Is a vigorous DWI enforcement program likely to result in more frequent or less frequent use of the verbal warning than before such a program was undertaken?

Learning Activity

Unit 8.1

Citation or Release of the Non-DWI Driver

Activity	Instructor Ref. & Aids	Time
Unit Objective: To understand the procedures for citing or releasing the non-DWI driver.		
Content Topics: 8.1.1 Review of Subject #6. 8.1.2 Overview of unit. 8.1.3 Citation or release of the non-DWI driver. 8.1.4 Summary of unit.		
8.1.1 Review of Subject #6.		2
A. Review the alternative decisions based upon accumulated clues. (See Chart 8-1)	Aid. Transparency of Chart 8-1 (8.1.1-A) (1).	
Note: Time spent on this topic will depend on the amount of time that has passed since presenting Subject #6.		
1. Decision to arrest.		
2. Decision to cite.		
3. Decision to release.		
B. Relate alternative decisions to objective of this unit.		
1. Having decided not to arrest, decision to cite or release has to be made.		

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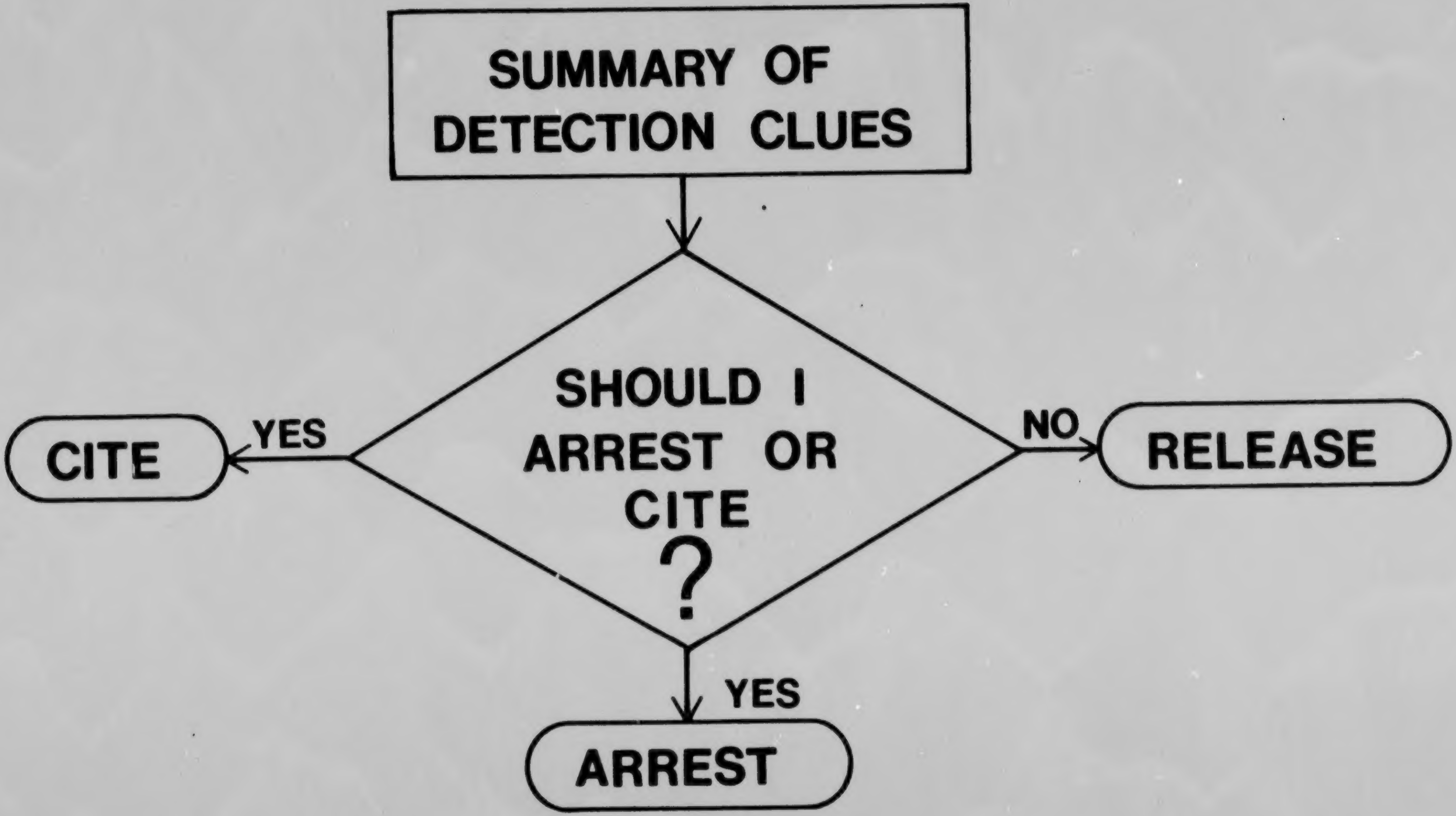
CHART 8-1

ENFORCEMENT ALTERNATIVES


SUMMARY OF DETECTION CLUES
SHOULD I ARREST OR CITE ?
YES
CITE
NO
RELEASE
YES
ARREST

Activity	Instructor Ref. & Aids	Time
8.1.2 Overview of unit.		3
A. Point out topic to be covered in this unit.		
B. Describe learning objective of unit.		
C. Give brief overview of content to be covered in topic.		
1. Situations when citation is appropriate.		
2. Situations when release is appropriate.		
D. Explain method to be used for studying unit.		
1. Pre-assigned reading in Student Manual.		
2. Questions over content of unit.		
3. Review and discussion of student responses.		
8.1.3 Citation or release of the non-DWI driver.		10
* * * *		
Learning Objective:		
. . . When given a problem setting forth various factors and circumstances of a field contact, the student will be able to list and describe those factors and circumstances where the issuance of a citation or release of the non-DWI driver is appropriate and will be able to select the appropriate procedures for his actions according to information obtained in class.		
* * * *		

Activity	Instructor Ref. & Aids	Time

8.1.3 (cont.)

> Note: The contents of this topic is in the Student Manual for assigned reading. Question students on material and review and discuss their responses. The following content is to serve as a guide for the review.

A. Review situations where the issuance of a citation is appropriate.

1. Primary question is whether sufficient evidence exists to support issuance of citation.

2. Citations are usually issued for:

    a. Hazardous violations of rules of road (hazardous moving violations).

    b. Hazardous vehicle equipment violations (e.g., defective brakes).

    c. Driver license violations (e.g., no operator's license in possession; license restriction).

    d. Vehicle registration violations (e.g., improper transfer of plates).

3. Driving on a suspended or revoked license is in separate category due to range of practices. Some:

    a. Only cite for no license in possession.

    b. Refer to prosecutor, do not cite at scene.

Activity	Instructor Ref. & Aids	Time
8.1.3-A (cont.)		
c. Cite at scene for no license in possession, refer to prosecutor.		
d. Make physical arrest.		
4. Cite only when no evidence of alcohol impairment due to either:		
a. No consumption of alcohol.		
b. Consumption but no impairment.		
B. Review situations where release is appropriate.		
1. Acknowledge that many situations do not call for arrest or citation.		
2. Admonish and release usually for:		
a. Minor (non-hazardous) moving traffic law violations.		
b. Minor equipment violations.		
3. Vigorous patrolling for DWI will result in frequent use of admonish and release.		
a. Result of following up on subtle clues.		
b. Effect on departmental-public relations.		
c. Best reason is that it does not "bog you down" on minor violations.		
d. Generally results in:		

Activity	Instructor Ref. & Aids	Time
8.1.3-B (cont.)		
(1) More traffic stops. (2) More citations. (3) More verbal warnings. (4) More DWI arrests.		
8.1.4 Summary of unit.		5
A. Review the content covered in unit.		
1. Situations where citations are appropriate.		
2. Situations where release is appropriate.		
B. Answer any questions about the content of this unit.		

Lesson Plan

Unit 8.2

Providing Care for Persons Needing Medical Attention

Unit Objective:

To understand the nature of medical problems related to or similar to intoxication and to know the proper procedure for providing assistance to persons needing medical attention.

Terminal Objectives:

8.2.3 . . . be able to list various physiological symptoms and major mental disorders of dangerous medical problems of intoxicated persons.

8.2.4 . . . be able to list various pathological conditions that have symptoms in common with alcohol influence.

8.2.5 . . . be able to list and describe various types of first aid remedies for providing assistance to ill drivers.

8.2.6 . . . be able to list and describe procedures for handling persons with medical problems.

8.2.7 . . . be able to list and describe various types of community medical resources available for emergency treatment.

References:

1. ALCOHOL AND THE IMPAIRED DRIVER. Chicago: American Medical Association, 1968.
2. Donigan, Robert L., CHEMICAL TESTS AND THE LAW. Evanston, Illinois: Northwestern University Traffic Institute, 1966.

Materials:

1. Student Manual.
2. Transparency of Chart 7-1 (7.2.3-A.3) (1).

Materials (cont.)

3. Container of acetone (for familiarization with the odor of acetone).

4. VTR Segment #2 on Symptoms of Dangerous Medical Problems (8.2.3-D).

5. VTR Segment #3 on Pathological Conditions Similar to Intoxication (8.2.4-B).

Equipment:

1. Overhead projector.

2. Video tape deck and monitors.

Assignment:

1. Read Unit 8.2 of Student Manual on Providing Care for Persons Needing Medical Attention.

Study Questions:

1. What are the types of symptoms of dangerous medical problems of the intoxicated that an officer should be aware of in his alcohol enforcement tasks?

2. What illnesses or injuries that have symptoms in common with those of alcohol influence might an officer encounter in his alcohol enforcement activities?

3. What are the various types of first aid treatment that you could use in emergency situations found when making alcohol enforcement contacts?

4. What are the various procedures you would use in handling persons with medical problems found while you are making alcohol enforcement contacts?

5. What types of medical facilities or resources are available in your community or area that are equipped to treat persons with medical problems? Persons with alcohol-involved medical problems?

Learning Activity

Unit 8.2

Providing Care for Persons Needing Medical Attention

Activity	Instructor Ref. & Aids	Time
Unit Objective: To understand the nature of medical problems related to or similar to intoxication and to know the proper procedure for providing assistance to persons needing medical attention.		
Content Topics: 8.2.1 Review of Subject #6. 8.2.2 Overview of unit. 8.2.3 Symptoms of dangerous medical problems of the intoxicated. 8.2.4 Pathological conditions that have symptoms in common with those of alcohol influence. 8.2.5 Types of emergency aid in alcohol enforcement. 8.2.6 Procedures for handling persons with medical problems. 8.2.7 Community medical resources. 8.2.8 Summary of unit.		
8.2.1 Review of previous subject -- #6.		2
A. Review briefly the alternative decisions based on accumulated evidence.	Aid. Transparency of Chart 7-1 (7.2.3-A.3) (1).	
'Note: Time spent on this topic will 'depend on amount of time that has passed' 'since presenting Subject #6.		

Activity	Instructor Ref. & Aids	Time
8.2.1-A (cont.)		
1. Decision to arrest.		
2. Decision to cite.		
3. Decision to release.		
B. Relate previous subject to objective of this unit.		
1. Discussion on decisions in previous subject did not consider other influential factors such as illness or injury.		
8.2.2 Overview of unit.		3
A. Point out topics to be covered in unit.		
B. Describe learning objectives of unit.		
C. Give brief overview of content to be covered in topics of this unit.		
1. Symptoms of dangerous medical problems of intoxicated.		
2. Symptoms of medical problems that produce intoxicated-like states and need medical attention.		
3. Types of emergency aid in alcohol enforcement.		
4. Procedures for handling persons with medical problems.		
5. Community medical resources.		
D. Explain method to be used in studying unit.		
1. Pre-assigned reading in Student Manual.		

Activity	Instructor Ref. & Aids	Time
8.2.2-D (cont.)		
2. Questions over content of unit.		
3. Review and discussion of student responses.		
8.2.3 Symptoms of dangerous medical problems of the intoxicated.		25
* * * *		
Learning Objective:		
. . . When asked to describe the symptoms of dangerous medical problems of the intoxicated, the student will be able to list the various physiological symptoms with 70% accuracy and the major mental disorders with 50% accuracy according to information obtained in class.		
* * * *		
Note: The following content in this and subsequent topics in this unit is in the Student Manual and should be assigned reading prior to class. Review sufficiently to assure understanding.		
A. Review physiological symptoms of dangerous medical problems of intoxicated.		
1. Evidence of impairment of circulation.	Ref. #1, pp. 10, 12, 31-32.	
a. Due to interference with air passage.		
b. Marked decrease in respiratory rate and volume.		

Activity	Instructor Ref. & Aids	Time
8.2.3-A.1 (cont.)		
c. Ears and lips may become cyanosed.		
d. Face may become pale due to failing circulation.		
2. Temperature gradually becomes subnormal.		
3. Breathing becomes irregular, deep and slow.		
4. Pulse becomes slow and weak.		
5. Subject may lapse into coma.		
a. If allowed to persist for more than 10 hours and not treated.		
b. May become fatal.		
6. Fortunately, of all drugs used by man, alcohol is by far the most nontoxic and safe.		
a. No other chemicals foreign to the human body can be present in the tissues in such quantities as ethyl alcohol without fatality.		
b. Attainment of high degree of intoxication requires concentrated application and attention.		
c. Coma frequently sets in before fatal dose is absorbed.		
d. When consumed rapidly, much alcohol is lost by vomiting.		

Activity	Instructor Ref. & Aids	Time
8.2.3-A (cont.) 7. Death is due to paralysis of the respiratory center and is generally proceeded by 5 to 10 hours of stupor or coma. B. Review symptoms of dangerous mental disorders of intoxicated. 1. Alcoholic mental disorders are classified in eight categories: a. Acute alcoholism. b. Delirium tremens. c. Korsakoff's psychosis. d. Acute alcoholic hallucinosis. e. Alcoholic paranoia. f. Chronic alcoholic deterioration. g. Alcoholic epilepsy. h. Dipsomania. C. Review symptoms of abstinence from use of alcohol. 1. Stress of withdrawal symptoms during abstinence provokes alcoholic to seek relief by use of more alcohol. 2. Major symptoms of abstinence include: a. Convulsions. b. Delirium. c. Tremors.		

Activity	Instructor Ref. & Aids	Time
8.2.3-C.2 (cont.)		
d. Marked weakness.		
e. Hyperpyrexia (high fever).		
f. Hypertension.		
3. Lesser symptoms of abstinence include:		
a. Insomnia.		
b. Anorexia (loss of appetite).		
c. Vomiting.		
d. Nausea.		
e. Diarrhea.		
D. Show students VTR segment on symptoms of dangerous medical problems of the intoxicated.	Aid. VTR segment #2 (8.2.3-D).	
1. Preview the content of the VTR for students.		
2. Permit students to view the presentation.		
3. Summarize and discuss the VTR presentation.		
8.2.4 Pathological conditions that have symptoms in common with those of alcohol influence.		30
* * * *		
Learning Objective:		
. . . When asked to describe the symptoms of medical problems that produce intoxicated-like states, the student will be able to list those		

Activity	Instructor Ref. & Aids	Time
8.2.4 (cont.)		
types of symptoms with 80% accuracy according to information obtained in class.		
* * * *		
A. Review symptoms of medical problems that produce intoxicated-like states.*	Ref. #2, pp. 300-307.	
1. Acetone odor of the breath (a fruity odor that may be mistaken for odor of alcoholic beverages):		
Note: Those conditions most likely to be encountered are marked with an asterisk (*). Only conditions so indicated are included in Subject #8 in the Student Manual. The complete list is furnished here to assist the instructor in conducting a review sufficient to assure understanding.		
*a. Diabetes (disease of the pancreas (digestive gland) which prevents proper burning of blood sugar).		
*b. Stomach ulcer.		
*c. Vomiting.		
(1) Wasting diseases such as cancer, malaria, syphilis, tuberculosis.		
d. Concussion of brain.		
e. Delirium tremens (form of acute insanity accompanied by trembling).		

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*Adapted from the work of Dr. Hermand A. Heise, Milwaukee, Wisconsin, outstanding expert on chemical tests to determine alcohol influence.

Activity	Instructor Ref. & Aids	Time
8.2.4-A.1 (cont.) f. Food poisoning. g. Intestinal obstruction. h. Severe migraine (headache). i. Starvation. j. Stomach cancer. k. Uremia (urine poisoning in the blood because of malfunction of the kidneys). 2. Amnesia (loss of memory): *a. Epilepsy (the epileptic usually has no memory of the convulsion which may have led to an accident and his subsequent arrest). *b. Korsakoff's Syndrome (peculiar mental disturbance, usually the result of alcoholism, characterized by disorientation, no appreciation of time or place. The victim talks freely and often plausibly about events that have never taken place.) *c. Trauma (an injury, particularly of the brain). d. Dementia (insanity which may be general paralytic, senile, or toxic). e. Hysteria (a nervous disorder characterized by lack of control over acts and emotions).		

Activity	Instructor Ref. & Aids	Time
8.2.4-A.2 (cont.) f. Toxemia (blood poisoning from microbic and other poisons, particularly encephalitis (inflammation of the brain). 3. Ataxia (failure of muscular coordination): *a. Ataxia due to chemicals, drugs, or gases, such as antihistamines, barbiturates and other sedatives such as chloral hydrate; carbon monixide; chemicals used in industry such as aluminum, lead, manganese or naphtha; opium derivatives; and tranquilizers. *b. Traumatic Ataxia (failure of muscular coordination due to injury, such as from auto accident, sudden changes of pressure in aviators, caisson workers, or divers). c. Ataxia due to mental shock or fright. d. Chorea (convulsive nervous disease manifested in irregular involuntary movement, "St. Vitus dance"). e. Chronic Progressive Chorea (Huntington's Chorea) (characterized by muscular spasms, facial contortions, lurching gait). f. Hysterical Ataxia (failure of muscular coordination due to psychoneurosis (nervous disorder affecting the mind).		

Activity	Instructor Ref. & Aids	Time
8.2.4-A.3 (cont.)		
g. Injury to nerves or muscles.		
h. Labyrinthitis (infection of the inner ear).		
i. Peripheral Neuritis (inflammation of terminal nerves, usually the result of chronic alcoholism or diphtheria).		
j. Pernicious Anemia (improper development of red blood cells, usually with nerve conduction impairment).		
k. Spinal Cord Lesions:		
(1) Multiple Sclerosis (fibrous overgrowth of spinal cord).		
(2) Myasthenia Gravis (muscular weakness -- head tends to fall forward).		
(3) Syringomyelia (degeneration of spinal cord caused by abnormal cavities filled with liquid in substance of the cord).		
(4) Tabes dorsalis (degeneration of the spinal cord and nerve-trunks, usually caused by syphilis).		
(5) Tumors of spinal cord.		
4. Coma (unnatural, heavy, deep sleep sometimes ending in death):		
*a. Diabetes.		
*b. Insulin shock (due to overdose of insulin).		

Activity	Instructor Ref. & Aids	Time
8.2.4-A.4 (cont.) *c. Head injuries: (1) Brain compression from hemorrhage. (2) Concussion. (3) Depressed fracture. d. Cavernous Sinus Thrombosis (clotting of blood associated with infection of venous blood spaces in the skull). e. Effect of chemicals. f. Effect of extremes of temperature such as sunstroke, heat stroke, or excessive cold. g. Excessive loss of blood from: (1) Ruptured aneurysm (a ballooned out, weakened arterial wall). (2) Ruptured gastric or duodenal ulcer (ulcer in stomach or first portion of small intestine). (3) Ruptured tubal pregnancy (abnormal pregnancy which is partly in the fallopian tube). h. Embolism (usually blood clot or tumor cells lodging in brain). i. Hysterical trance (abnormal sleep due to hysteria during which sensibility and consciousness may remain).		

Activity	Instructor Ref. & Aids	Time
8.2.4-A.4 (cont.) j. Post epileptic state. k. Sudden nervous shock. l. Uremia. 5. Delirium (mental disturbance marked by hallucinations, incoherence, illusions, etc.): *a. Acidosis (depletion of alkali reserve of the body resulting in increased acidity, such as in cases of diabetes). *b. Delirium associated with stopping of a drug habit, e.g., alcohol, cocaine, heroin, morphine. *c. Drugs, such as aconite, atropin, camphor, cannabis indica, cocaine, hyoscyamus, marijuana, opium derivatives, stramonium; injections causing allergic reactions such as horse serum or penicillin. d. Bites or stings of reptiles, insects, etc., such as bee, hornet and wasp stings; jelly fish contacts; snake bites. e. Blood loss. f. Brain lesions, such as acute meningitis. g. Fever from acute infections. h. Hysteria.		

Activity	Instructor Ref. & Aids	Time
8.2.4-A.5 (cont.)		
i. Infection from animal bites; e.g., hydrophobia or rat bite fever.		
j. Poisonous foods; e.g., allergic food reactions, mushrooms, poisoning from spoiled foods.		
k. Sunstroke.		
6. Drowsiness:		
*a. Concussion of brain.		
*b. Diabetes.		
*c. Drugs.		
d. Acute anemia.		
e. Encephalitis lethargica (sleeping sickness).		
f. Uremia.		
7. Eye disorders (bloodshot eyes, pupils do not contract or do not dilate, etc.):+		
*a. Glaucoma (disease of eye marked by increased ocular pressure).		
*b. Hay fever and similar allergic disorders.		
c. Acute conjunctivitis (Pink Eye).		
+Particular care should be given to examination of the eyes. Witnesses have been known to testify that a glass eye was "bloodshot."		

Activity	Instructor Ref. & Aids	Time
8.2.4-A.7 (cont.)		
d. Foreign body in eye.		
e. Iritis (inflammation of the colored part of the eye).		
f. Trachoma (a contagious disease marked by granular eyelids).		
g. Contracted pupils (pupils of eyes decreased in size, normally by bright light):		
*(1) Farsightedness.		
*(2) Opium derivatives.		
(3) Brain hemorrhage in Pons (connecting organ in the brain).		
(4) Tabes Dorsalis (pupils occasionally large).		
(5) Uremia.		
h. Dilated pupils (enlarged pupils of the eyes, normally caused by dim light):		
*(1) Concussion of brain (pupils often unequal in size).		
*(2) Drugs, such as atropin, cocaine, epinephrin, eumydrin, hematropin, hyoscin.		
*(3) Fright.		
*(4) Glaucoma.		
*(5) Nearsightedness.		

Activity	Instructor Ref. & Aids	Time
8.2.4-A.7 (cont.)		
(6) Acute mania (insanity).		
(7) Anemia.		
(8) Aneurysm (ballooning out of weakened arterial wall).		
(9) Apoplexy (sudden paralysis and coma due usually to blood escaping into brain or to clotting of blood in a blood vessel of the brain).		
(10) Asphyxia (deficiency of oxygen in the blood marked by suffocation).		
(11) Catalepsy (nervous disease marked by attacks of suspension of voluntary motion and sensibility).		
(12) Dyspnea (difficult breathing).		
(13) Mediastinal tumor (tumor in the middle part of the chest).		
(14) Morphinism (during period of withdrawal of morphine from an addict).		
(15) Most comatose conditions (those affected with coma), except from opium or uremia.		
(16) Nausea, usually.		
(17) Reflexly, from pain.		

Activity	Instructor Ref. & Aids	Time
8.2.4-A.7 (cont.)		
(18) Toxic Goiter (overactivity of the thyroid gland, usually resulting in swelling of the neck and causing a toxemia from the excess secretion of thyroxin).		
i. Inequality of pupils (difference in size of the two pupils):		
*(1) Refraction unequal in both eyes.		
*(2) Skull fracture.		
(3) Apoplexy.		
(4) Artificial eye.		
(5) Brain tumor.		
(6) Cerebral Abscess (collection of pus in a cavity formed in the brain).		
(7) Multiple Sclerosis.		
(8) Syringomyelia.		
(9) Tabes Dorsalis.		
8. Flushed face:		
*a. Acne Rosacea (chronic inflammation of the face and nose).		
*b. Arteriosclerosis (hardening of the arteries).		
*c. Chemical or drug poisoning (by anyl nitrite, belladonna, carbon monoxide, hyoscyamus, niotinic acid, or nitroglycerin).		

Activity	Instructor Ref. & Aids	Time
8.2.4-A.8 (cont.) *d. Diabetes. *e. Emotions (blushing). f. Aneurysm of Ascending Aorta (ballooning out of one of great arteries of the heart). g. Apoplexy (stroke). h. Cerebral Concussion (injury to the main part of brain). i. Chlorosis (peculiar anemia causing greenish pallor of the skin but marked also by occasional flushing of the face). j. Chronic Pulmonary Tuberculosis (disease of the lungs). k. Epilepsy. l. Exophthalmic Goiter (a goiter accompanied by protruding eyeballs). m. Hysteria. n. Indigestion often with hypochlorhydria (insufficient hydrochloric acid in the gastric juice). o. Lactation (period of secretion of milk in a female). p. Menopausal hot flash (condition caused in female during change in life). q. Mitral Stenosis (narrowing of the left valve to the heart).		

Activity		
	Instructor Ref. & Aids	Time
8.2.4-A.8 (cont.)		
r. Neurasthenia (nervous prostration).		
s. Polycythemia Vera (disease characterized by great excess of red blood cells).		
t. Sunstroke.		
9. Shock and collapse:		
*a. Angina Pectoris (spasm of heart arteries).		
*b. Apoplexy (stroke; caused by ruptured blood vessel or blood vessel suddenly blocked by clotted blood).		
*c. Injury (particularly skull fracture).		
*d. Insulin Shock.		
e. Acute Appendicitis.		
f. Acute Intestinal Obstruction.		
g. Acute Pancreatitis (inflammation of the digestive gland which may be fatal).		
h. Acute Peritonitis (inflammation of the membrane which lines the abdominal walls).		
i. Acute Pneumothorax (sudden, often spontaneous, rupture of lungs).		
j. Coronary Thrombosis (blood clot in heart artery).		
k. Perforated gastric or duodenal ulcer.		

Activity	Instructor Ref. & Aids	Time
8.2.4-A.9 (cont.)		
l. Poisoning.		
m. Psychic Trauma (emotional shock).		
n. Ruptured Aortic Aneurysm.		
o. Ruptured Ectopic Pregnancy (development of the fertilized egg outside the walls of the womb. The fetus may develop in the fallopian tube causing rupture and sudden bleeding into the abdominal cavity).		
p. Strangulated Hernia (protrusion of a tightly constricted loop of an organ of the body through an abnormal opening).		
10. Speech disorders:		
*a. Facial paralysis.		
*b. Mental deficiency.		
*c. Paralysis Agitans (Parkinson's Disease)(shaking palsy).		
*d. Toothlessness.		
*e. Aphasia (impairment or loss of speech due to loss of memory commonly from apoplexy or cerebral thrombosis (blood clot in brain)).		
f. Adenoids.		
g. Cleft Palate.		
h. Chorea (St. Vitus Dance).		

Activity	Instructor Ref. & Aids	Time
8.2.4-A.10 (cont.) i. Dysarthria (disordered articulation usually due to paralysis or incoordination of certain groups of muscles in lips, tongue, palate, etc.). j. General paralysis. k. Hysteria. l. Infection of tongue or mouth. m. Jaw dislocation or fracture. n. Lisping. o. Migraine. p. Multiple Sclerosis (results in slow "scanning speech"). q. Myasthenia Gravis (muscular weakness). r. Myxedema (a disease which is the result of a thyroid deficiency, marked by dullness of mental faculties, sluggishness of movement, unsteadiness of gait, and thick speech). s. Stammering. 11. Tremors (muscular twitching): *a. Cerebellar Tumor (tumor on portion of brain which coordinates movements). *b. Cerebral Tumor (tumor on the main part of brain). *c. Chemical or Drug Poisoning (by absinthe, lead, manganese, mercury, narcotics, or tobacco)		

Activity	Instructor Ref. & Aids	Time
8.2.4-A.11 (cont.)		
*d. General Paresis (softening of the brain marked by insanity and paralysis) (older persons).		
*e. Neurosis (functional disorder of the nervous system).		
*f. Senility (old age).		
g. Encephalitis Lethargica (sleeping sickness).		
h. Exophthalmic Goiter.		
i. Multiple Sclerosis.		
j. Post-encephalic Parkinsonism (shaking palsy).		
12. Vertigo (dizziness):		
*a. Injuries or infections of the brain.		
*b. Intoxications (due to substances other than alcohol, such as barbiturates, belladonna, carbon monoxide, marijuana, opium, or quinine).		
*c. Meniere's Disease (inflammation and congestion of the inner ear, characterized by dizziness, ringing of ears and some hearing loss).		
*d. Motion sickness.		
e. Anemia (deficiency in red blood corpuscles and/or iron).		
f. Aortic Regurgitation (leakage of valve to great artery of the heart).		

Activity		
	Instructor Ref. & Aids	Time
8.2.4-A.12 (cont.)		
g. Arteriosclerosis of arteries of brain.		
h. Cerebellar Tumor.		
i. Cerebral Syphilis.		
j. Cerebral Tumor.		
k. Chronic Nephritis (chronic inflammation of the kidney).		
l. Eyestrain.		
m. General Paresis.		
n. Hemorrhage (external or internal bleeding).		
o. Labrinthitis (infection of the inner ear).		
p. Multiple Sclerosis.		
q. Neurosis.		
r. Paralysis of an eye muscle.		
B. Show students VTR segment on pathological conditions that have symptoms in common with those of alcohol influence.	Aid. VTR segment #3 (8.2.4-B).	
1. Preview the content of the VTR for students.		
2. Permit students to view the presentation.		
3. Summarize and discuss the VTR presentation.		

Activity	Instructor Ref. & Aids	Time
8.2.5 Types of emergency aid in alcohol enforcement.		5
* * * *		
Learning Objective:		
. . . When given an emergency situation (ill subject) at the time of making a field contact, the student will be able to diagnose the proper first aid treatment and describe how he would handle the subject with 100% accuracy according to information obtained in class.		
* * * *		
A. Discuss various types of first aid treatment in emergency situations found when making enforcement contacts.		
1. Providing aid to person with respiratory failure.		
2. Providing aid to person with cardiac arrest.		
3. Providing aid to a person in coma -- diabetic.		
4. Providing aid to a person in insulin shock.		
5. Providing aid to person with heat asphyxiation.		
6. Providing aid to person with sunstroke.		
7. Providing aid to person with carbon monoxide poisoning.		
8. Providing aid to person poisoned by bites; e.g., bee sting.		

Activity	Instructor Ref. & Aids	Time
8.2.5-A (cont.)		
9. Providing aid to person inhaling gasoline vapors.		
8.2.6 Procedures for handling persons with medical problems.		5
* * * *		
Learning Objective:		
. . . When given examples of emergency situations at the time of making a field contact, the student will be able to list and describe the procedures for handling persons with medical problems with 80% accuracy according to information obtained in class.		
* * * *		
A. Discuss procedures for handling persons with medical problems.		
1. Handling medical problems identified during field contact.		
a. If suspect appears ill, report to a physician and supervisor of watch.		
b. Unless a chemical test shows that subject's system contains sufficient alcohol to account for his actions, never admit the person to jail when:		
(1) He cannot walk straight.		
(2) He seems to have an impaired sense of balance.		
(3) His breathing is labored.		

Activity	Instructor Ref. & Aids	Time
8.2.6-A.1 (cont.)		
c. If subject shows obvious impairment but has low BAC:		
(1) He may be ill in addition to alcohol.		
(2) He may have taken drugs.		
d. Make certain that a person detained as intoxicated is inspected at least twice an hour.		
2. Handling medical problems identified at scene of an accident.		
a. Take every person involved in a collision and arrested for any offense to a hospital for examination before committing him to jail:		
(1) If he shows any evidence of injury.		
(2) If he complains of any injury.		
8.2.7 Community medical resources.		5
* * * *		
Learning Objective:		
. . . When given examples of emergency situations at the time of making a field contact, the student will be able to list and describe the various types of community medical resources available for treatment according to information obtained in class.		
* * * *		

Activity		
	Instructor Ref. & Aids	Time
8.2.7 (cont.) A. Discuss types of community resources available to handle medical problems identified when making a field contact. 1. Nature and types of medical resources. a. Hospital emergency rooms. b. Emergency treatment clinic. c. Detoxification center. d. Private physicians. (1) Office. (2) Residence. 2. Availability of medical resources. a. Dependent upon officer's jurisdiction. b. Related to seriousness of emergency. c. Dependent upon pre-arranged emergency planning. 3. Arranging for transportation to medical facility. a. Use of ambulance. b. Use of helicopter. c. Use of patrol car. d. Use of private vehicle.		

Activity	Instructor Ref. & Aids	Time
8.2.8 Summary of unit. A. Review briefly the content covered in this unit. 1. Symptoms of dangerous medical problems of the intoxicated. 2. Pathological conditions that have symptoms common with those of alcohol influence. 3. Types of emergency aid in alcohol enforcement. 4. Procedures for handling persons with medical problems. 5. Community medical resources. B. Answer students' questions pertaining to content of unit.		5

Lesson Plan

Unit 8.3

Arrest of the Drinking Driver

Unit Objective:

To know the proper procedures for arresting and transporting a drinking driver.

Terminal Objectives:

8.3.3 . . . be able to demonstrate the proper procedure for advising an arrested drinking driver of his Miranda rights.

8.3.4 . . . be able to describe the proper procedure for transporting the arrested drinking driver to the chemical test location or detention facility.

References:

1. Ringel, William E., SEARCHES AND SEIZURES, ARRESTS AND CONFESSIONS. New York, New York: Clark Boardman Company, Ltd., 1972.
2. TRANSPORTING PRISONERS -- Training Key #44. Washington, D.C.: International Association of Chiefs of Police, 1966.

Materials:

1. Student Manual.
2. Transparency of Chart 8-2 (8.3.3-B.3.b) (1), when to advise of Miranda Rights.
3. Transparency of Chart 8-3 (8.3.3-B.4) (1), advice of Miranda Rights.

Equipment:

1. Overhead projector.

Assignment:

1. Read Unit 8.3 of Student Manual on Arrest of the Drinking Driver.

Study Questions:

1. What are the procedures for advising an arrested drinking driver of his Miranda rights?
2. Should the driver be advised of his Miranda rights in the early or late stages of the field contact?
3. What is the primary criterion for the officer to consider in deciding when to advise a drinking driver of his Miranda rights?
4. What procedures should be followed in transporting the arrested drinking driver?
5. Should arrested drinking drivers be handcuffed?

Learning Activity

Unit 8.3

Arrest of the Drinking Driver

Activity	Instructor Ref. & Aids	Time
Unit Objective: To know the proper procedure for arresting and transporting an arrested drinking driver.		
Content Topics: 8.3.1 Review of previous subject -- #6. 8.3.2 Overview of unit. 8.3.3 Advising subject of his Miranda rights. 8.3.4 Transporting the arrested subject. 8.3.5 Summary of unit.		
8.3.1 Review of previous subject -- #6.		2
A. Review briefly the alternative decisions based upon accumulated evidence.		
'Note: Time spent on this topic will' 'depend on amount of time that has ' 'passed since presenting subject #6. '		
1. Decision to arrest. 2. Decision to cite. 3. Decision to release.		
B. Relate alternative decisions to objective of this unit.		
1. Decision is not to cite or release; hence, proper arrest procedure must be followed.		

Activity	Instructor Ref. & Aids	Time
8.3.2 Overview of unit.		3
A. Point out topics to be covered in this unit.		
B. Describe learning objective of this unit.		
C. Give brief overview of content to be covered in topics.		
1. Advising subject of his Miranda rights.		
2. Transporting subject to location for chemical testing.		
a. Securing subject for transport.		
b. Transporting female subject.		
c. Transporting juvenile subject.		
D. Explain method to be used for studying unit.		
1. Pre-assigned reading in Student Manual.		
2. Questions over content of unit.		
3. Review and discussion of student responses.		
8.3.3 Advising subject of his Miranda rights.		10
* * * *		
Learning Objective:		
. . . When asked to explain the procedure for advising an arrested subject of his Miranda rights, the student will be able to describe the proper procedure with 100% accuracy according to information obtained in class.		

Activity	Instructor Ref. & Aids	Time
8.3.3 (cont.)		
* * * *		
Note: Psychophysical and chemical testing will be covered in subjects #9, #10 and #11.		
Note: The following content is in the Student Manual and should be assigned reading prior to class. Review sufficiently to assure understanding.		
A. Review procedure for advising an arrested subject of his constitutional (Miranda) rights.	Ref. #1, pp. 30-31.	
1. Elements of advisement requirement.		
a. Focus.		
b. Custody.		
c. Elicit.		
d. Advise.		
2. When do you focus on crime?		
a. Generally, case law permits general inquiry into reasons for the person's driving behavior.		
(1) May be due to illness, injury, lack of sleep, medicine, etc.		
b. In context of contacting the drinking driver, "focusing" generally begins whenever you attempt to elicit incriminating information.		

Activity	Instructor Ref. & Aids	Time
8.3.3-A.2.b (cont.)		
(1) Advice of rights needed for verbal statements to be admissible.	Ref. #1, pp. 78-79.	
(2) Not needed for real or physical evidence.		
c. Where focus begins can be difficult to pinpoint.		
d. Proper investigative technique will require advising of rights at some point.		
3. When do you advise of Miranda rights?		
a. Cite conflicting philosophies.		
(1) Premature advising may result in poor cooperation.		
(2) Delayed advising may make incriminating statements inadmissible.		
b. Are numerous points in process where advising can be (and is) done (see Chart 8-2).	Aid. Transparency of Chart 8-2 (8.3.3-A.3.b) (1).	
c. Case law dictates that it be done by the time you have focused your investigation of a crime on a certain individual.		
d. At trial you will be most comfortable if you can testify that you, in fact, advised of rights early in the investigation.		

CHART 8-2

WHEN TO ADVISE OF MIRANDA RIGHTS?

- INITIAL CONTACT
- FIRST MENTION OF DRINKING
- PSYCHOPHYSICAL TESTS
- AT TIME OF ARREST
- TRANSPORTATION
- COMPLETION OF A.I.R. FORM
- ADVICE OF CHEMICAL TEST RIGHTS
- VIDEOTAPING
- CHEMICAL TEST
- NO ADVICE OF RIGHTS

Activity	Instructor Ref. & Aids	Time
8.3.3-A.3 (cont.)		
e. Best if you have mutual advice of your chief/sheriff and prosecutor as to when advice of rights is needed, depending on position of local judiciary.		
4. Read a printed card (similar to Chart 8-3).	Aid. Transparency of Chart 8-3 (8.3.3-A.4) (1).	
a. Less chance of error.		
b. Expedites process.		
c. Establishes uniformity.		
d. More effective at trial.		
B. Permit students to briefly practice advising of constitutional rights.		
Note: If class consists only of experienced officers, this session can be eliminated. A recruit class should be permitted to demonstrate.		
1. Selected students demonstrate to the class the procedure for advising a person of his Miranda rights.		
a. Two or three students will suffice.		
8.3.4 Transporting subject to chemical test location or detention facility.		5
* * * *		
Learning Objective:		
. . . When asked to describe the procedures for transporting the arrested drinking driver to chemical test location or detention facility,		

Chart 8-3

MIRANDA RIGHTS

1. You have the right to remain silent.
2. If you choose to waive your right to remain silent, anything you say, and any answers you give, will be used against you in court.
3. You have the right to talk to any attorney or other person of your choice before questioning, and to have an attorney or other person of your choice present during any questioning.
4. If you want an attorney, but cannot afford one, an attorney will be appointed.
5. If you give up your right to remain silent, and your right to an attorney, at any time during the questioning that you decide you want an attorney, the questioning will stop until you have talked with one.
6. If you give up your right to remain silent, at any time you say that you don't want to answer any more questions, the questioning will stop.
7. Do you understand what I have just told you?
8. Do you want an attorney?
9. Do you wish to waive, or give up, your right to remain silent?

Activity	Instructor Ref. & Aids	Time
8.3.4 (cont.)		
the student will be able to explain the methods for securing subjects in the patrol car, handling the female subject, and handling the juvenile subject, according to information obtained in class.		
* * * *		
A. Review transportation procedures used in drinking driver arrests.	Ref. #2.	
1. Securing the intoxicated person for transport.		
a. Three very compatible objectives:		
(1) Protection of officer.		
(2) Preventing escape of subject.		
(3) Protection of subject.		
b. Is very easy to use subject's intoxicated condition as an excuse not to handcuff.		
c. Inherent factor in DWI (that subject is not in full control of his faculties) is best reason for handcuffing.		
(1) May become emotional and violent due to loss of inhibitions.		
d. Safest policy is still to follow process of:		
(1) Search.		

Activity	Instructor Ref. & Aids	Time
8.3.4-A.1.d (cont.)		
(2) Restrain (usually handcuff).		
(3) Transport.		
e. Search of all arrested subjects should be made for:		
(1) Additional evidence relative to DWI (e.g., pocket flask).		
(2) Weapons.		
(3) Evidence of other crimes.		
f. Existence of department policy that all DWI prisoners will be handcuffed makes officer's job less difficult.		
2. Transporting the female subject.		
a. May be more belligerent than male subject.		
b. Need for at least two officers present at all times.		
c. Policy, not law, that female is not fully searched.		
d. Only search handbag and outer garments (e.g., jacket) unless she is observed hiding:		
(1) Evidence.		
(2) Weapon.		
e. Usually, full search only done by matron or policewoman.		

Activity	Instructor Ref. & Aids	Time
8.3.4-A.2 (cont.)		
f. Usual seating arrangement for patrol car transportation:		
(1) Second officer behind driver, female subject in right rear seat.		
g. Usual time and mileage check should be made with dispatcher.		
3. Transporting the juvenile subject.		
a. Age group: under 17 years.		
b. Search, restrain and transport in similar manner as an adult.		
c. Use of restraints may be especially important.		
(1) Dealing with inexperienced drinker.		
(2) Less rational than adult.		
d. Probate code in most jurisdictions calls for place of detention to be separate from adults while awaiting parents, etc.		
8.3.5 Summary of unit.		5
A. Review briefly the content covered in this unit.		
1. Advising subject of his rights.		
2. Transporting arrested subject to chemical test location or detention facility.		
B. Answer students' questions concerning content of this unit.		

Lesson Plan

Unit 8.4

Recording and Documenting Evidence

Unit Objective:

To understand the purpose and importance of recording and documenting evidence.

Terminal Objective:

8.4.3 . . . be able to list and describe the various reasons for recording and documenting evidence.

References:

1. "Field Note-Taking", Training Key #46. Washington, D.C.: International Association of Chiefs of Police, 1966.
2. Roswald, Martin, "Driving Under the Influence." California Highway Patrol Training Manual. Sacramento, California: California Highway Patrol Academy, December, 1970.

Material:

1. Student Manual.

Equipment:

None.

Assignment:

1. Read Unit 8.4 of Student Manual on Recording and Documenting Evidence.

Study Questions:

1. What is the purpose of recording and documenting evidence?
2. Why is such documentation important?

Study Questions (cont.)

3. Why should field notes be made as soon as possible after information is obtained?

4. What various methods can be applied for recording pertinent evidence?

Learning Activity

Unit 8.4

Recording and Documenting Evidence

Activity	Instructor Ref. & Aids	Time
Unit Objective:		
To understand the purpose and importance of recording and documenting evidence.		
Content Topics:		
8.4.1 Review of previous unit. 8.4.2 Overview of unit. 8.4.3 Purpose and importance of recording and documenting evidence. 8.4.4 Summary of unit.		
8.4.1 Review of previous unit.		2
A. Briefly review the previous unit on arresting the drinking driver.		
1. Procedures for advising driver of his constitutional rights.		
2. Procedures for transporting driver to chemical testing location or detention facility.		
B. Relate previous unit to objective of this unit.		
8.4.2 Overview of unit.		3
A. Point out topic to be covered in this unit.		
B. Describe learning objective of this unit.		

Activity	Instructor Ref. & Aids	Time
8.4.2 (cont.)		
C. Give brief overview of content to be covered in this unit.		
1. Importance of recording facts as soon as possible.		
2. Use of field notes in case preparation.		
3. Use of original notes in court.		
4. Immediate note taking results in more complete information.		
5. Use of recording equipment to collect evidence.		
6. Use of physician's examination as corroborative evidence.		
D. Explain method to be used for studying unit.		
1. Pre-assigned reading in Student Manual.		
2. Questions over content of unit.		
3. Review and discussion of student responses.		
8.4.3 Purpose and importance of recording and documenting evidence.		5
* * * *		
Learning Objective:		
. . . When asked to list and discuss reasons for recording and documenting evidence, the student will list the importance of recording facts as soon as possible, the use of field notes in case preparation, the use of original		

Activity	Instructor Ref. & Aids	Time
8.4.3 (cont.) notes in court to refresh the officer's memory, the fact that immediate note taking results in more complete information, the use of recording equipment and the use of the physician's examination, with 80% accuracy on his listing and 70% accuracy on discussion of various points according to information obtained in class.		
* * * *		
Note: The following content is in the Student Manual and should be assigned reading prior to class. Review sufficiently to assure understanding.		
A. Review the purpose and importance of recording and documenting evidence.	Ref. #1. Ref. #2.	
Note: Practice sessions in recording information pertaining to case preparation will be conducted in conjunction with psychophysical laboratory (Subject #10) and case presentation (Subject #14). This unit only deals with the purpose, need and relevance of recording and documenting evidence.		
1. Importance of recording facts as soon as possible.		
a. Details are fresh in officer's memory.		
b. Reduces chances of omitting information.		
c. Increases accuracy of the notes.		
(1) Quotes of statements.		

Activity	Instructor Ref. & Aids	Time
8.4.3-A.1.c (cont.) (2) Physical condition and demeanor. d. Permits rechecking questionable evidence. e. Permits obtaining overlooked evidence. 2. Effective note taking results in more complete information. a. Reduces chance of overlooking evidence. b. Recording information stimulates thoughts about additional supportive evidence. (1) Easy to have too few notes. (2) Rarely have too many. 3. Use of field notes in case preparation. a. Recorded evidence is basic to officer's case. (1) DWI is subjective type of charge; thus, best documentation is needed. b. Good notes are invaluable in preparing written report that is: (1) Complete. (2) Accurate. (3) Easily understandable.		

Activity		
	Instructor Ref. & Aids	Time
8.4.3-A.3 (cont.) c. Good notes, along with police report, permit review of case by officer. d. May be of value to prosecutor in reviewing the case prior to trial. e. Reduces instances of dependence on officer's memory. 4. Use of original notes in court to refresh officer's memory. a. Notes are useful in reviewing case prior to trial. b. At trial, use of notes is permitted by procedural law. c. Courts recognize limitations to human memory. d. Courts recognize that notes taken in field at time of occurrence are the most accurate. e. Officer's notes are permanent, hence, invaluable when there is a long delay between arrest and trial. f. Defense gains something every time officer says he "can't recall" a detail. B. Discuss use of recording equipment to collect evidence. 1. Recording equipment may consist of only audio recorder (tape recorder) or audio-visual (videotaping unit).		

Activity	Instructor Ref. & Aids	Time
8.4.3-B.1 (cont.)		
a. Tape recorder is simple to use, inexpensive, and can easily be used to record conversation in field contact.		
b. Videotaping is more complex, more expensive, and is generally used only at police station.		
2. Both types of equipment provide an excellent means of collecting and preserving evidence.		
a. If properly used, can be very helpful to officer's case.		
b. In a subjective charge like DWI, officer needs the best documentation of evidence possible.		
3. Recording presents evidence of officer's patience and courtesy.		
4. Recording can be used to impeach defendant's testimony.		
5. Case law indicates that it is not necessary to tell the suspect driver that recorder is operating.		
a. Many agencies do anyway as evidence of acting in reasonable manner.		
b. Reaction to advising of recording can be evidence in itself.		

Activity	Instructor Ref. & Aids	Time
8.4.3-B (cont.)		
6. Overall experience indicates that use of recording equipment tends to reduce not guilty pleas when presented to defendant and counsel before trial.		
C. Discuss use of physician's examination:		
1. As corroborative evidence.		
a. Value of doctor being a professional unbiased witness.		
b. Serves to nullify defense argument of other conditions resembling intoxication.		
2. To resolve medical problems.		
a. Necessary when there is question of illness, injury, or abnormally high BAC.		
b. Advantageous to defendant and officer.		
8.4.4 Summary of unit.		5
A. Review briefly the content covered in this unit.		
1. Importance of recording facts as soon as possible.		
2. Use of field notes in case preparation.		
3. Use of original notes in court.		
4. Immediate note taking results in more complete information.		
5. Use of recording equipment in collecting evidence.		

Activity	Instructor Ref. & Aids	Time
8.4.4-A (cont.) 6. Use of doctor's examination as corroborative evidence. B. Answer students' questions pertaining to content of this unit.		

Lesson Plan

Unit 8.5

Conducting Records Check

Unit Objective:

To know the procedure for conducting comprehensive checks of driving and criminal histories of the arrested drinking driver.

Terminal Objectives:

8.5.3 . . . be able to list and describe the steps in conducting a driving record check on a drinking driver.

8.5.4 . . . be able to describe the methods and procedures for conducting check of criminal history.

Material:

1. Student Manual.

Equipment:

None.

Assignment:

1. Read Unit 8.5 of Student Manual on Conducting Records Check.

Study Questions:

1. What are the various steps you would follow in obtaining a records check from the driver licensing authority of state on an arrested drinking driver? From the central crime files?
2. Why would you bother to obtain a criminal history as well as the driving record?
3. How could you use in your case the results of a records check?

Learning Activity

Unit 8.5

Conducting Records Check

Activity	Instructor Ref. & Aids	Time
Unit Objective: To know procedures for conducting comprehensive check of driving and criminal histories of the arrested drinking driver.		
Content Topics: 8.5.1 Review of previous unit. 8.5.2 Overview of unit. 8.5.3 Checking driving record with driver licensing authority of state. 8.5.4 Checking crminal record with central crime records of state. 8.5.5 Summary of unit.		
8.5.1 Review of previous unit.		2
A. Review briefly the content of the previous unit.		
Note: Time spent on this topic will depend on amount of time that has passed since presentation of the previous unit.		
1. Purpose and importance of recording and documenting evidence. 2. Use of documented evidence.		
B. Relate previous unit to objective of this unit. 1. Records checks are another source of information.		

Activity	Instructor Ref. & Aids	Time
8.5.1-B (cont.)		
2. Results of records checks to be incorporated in case file.		
8.5.2 Overview of unit.		3
A. Point out topic to be covered in unit.		
B. Describe learning objectives of unit.		
C. Give brief overview of content to be covered in topic.		
1. Procedures for conducting driving and criminal history record checks.		
2. Possible uses of results of these record checks.		
D. Explain method to be used for studying unit.		
1. Pre-assigned reading in Student Manual.		
2. Questions over content of unit.		
3. Review and discussion of student responses.		
8.5.3 Checking driving record maintained by licensing authority of state.		10
* * * *		
Learning Objective:		
. . . When asked to discuss the method and procedures for conducting a record check of the driving history of an arrested drinking driver, the student will be able to list and describe the steps with 80% accuracy according to information obtained in class.		
* * * *		

Activity	Instructor Ref. & Aids	Time
8.5.3 (cont.) Note: The content of this and subsequent topic of this unit is in the Student Manual for assigned reading. Question students on material and review and discuss their responses. The following content is to serve as a guide for the review. A. Review methods and procedure for conducting a driver record check on a drinking driver. 1. Pre-arrest check on status of driver's license should have been requested during field contact. a. Above procedure furnishes status of license only (e.g., suspended, revoked); not the complete driving history. 2. Subsequent to arrest, a complete driving record check should be made via use of another query. a. Computer will print back the complete driving history. b. Furnishes an immediate written copy of driving record. 3. Administrative message then sent via system to request certified copy of the driving record. 4. For out-of-state resident, administrative message can be sent to obtain home state driving record. B. Review possible uses of the driving record.		

Activity | Instructor Ref. & Aids | Time

8.5.3-B (cont.)

1. Used to determine the charge that will be brought against the drinking driver (e.g., 2nd offense DWI).
2. Provide opportunity for officer and prosecutor to consider previous driving violations (particularly alcohol-involved violations).
3. Useful in pre-sentence investigation.
4. Officer has complete record available to show to judge at time of sentencing.

8.5.4 Checking criminal history maintained by central crime files. 5

* * * *

Learning Objective:

. . . When asked to discuss the method and procedures for conducting a record check of the criminal history of an arrested drinking driver, the student will be able to list and describe the steps with 80% accuracy according to information obtained in class.

* * * *

A. Review methods and procedures for conducting a criminal history check on a drinking driver.

1. If resident of state and area, criminal history check should be made of:
    a. State Central Identification Bureau files.

Activity	Instructor Ref. & Aids	Time

8.5.4-A.1 (cont.)

- b. Arresting agency's files.
- c. Other local agencies deemed appropriate.

2. If state resident, but not local area, record check made of those agencies in A.1 plus:
    - a. Police agencies serving area of his residence.
3. If out-of-state resident, record check should be made of those agencies in A.1 plus:
    - a. Check of files of appropriate state-level agency in arrested driver's home state.

B. Review possible uses of the criminal record in officer's case.

1. Furnishes information about the driver's previous non-traffic encounters with police.
2. Furnishes evidence of alcohol-related arrests (e.g., drunk and disorderly public intoxication) indicative of a problem drinking driver.
3. May prove helpful to officer in dispelling the "first offender" notion that some prosecutors have.
4. Useful in pre-sentence investigation.
5. Available for judge's use at sentencing.
    - a. May help to get driver into rehabilitation program.

Activity	Instructor Ref. & Aids	Time
8.5.5 Summary of unit.		5
A. Review briefly the content covered in this unit.		
1. Procedures for conducting record checks of driving and criminal histories.		
2. Possible uses of results of these records check.		
3. Emphasize that identification and referral of problem drinking drivers is limited when adequate record checks are not made.		
B. Answer students' questions pertaining to content of this unit.		

Subject #9

PSYCHOPHYSICAL EVALUATIONS (CLASSROOM)

4:00 Hours

Subject Objective:

To understand the nature and procedures for conducting psychophysical evaluations.

Subject Units:

9.1 Use of psychophysical evaluations to determine extent of alcohol impairment.

9.2 Recording psychophysical test information on AIR Form.

Lesson Plan

Unit 9.1

Use of Psychophysical Evaluations to Determine Extent of Alcohol Impairment

Unit Objective:

To develop an understanding of the use of psychophysical evaluations for determining the extent of alcohol impairment.

Terminal Objectives:

9.1.3 . . . be able to demonstrate an understanding of the nature and purpose of psychophysical evaluations.

9.1.4 . . . be able to demonstrate an understanding of specific psychophysical tests.

References:

None.

Material:

1. Student Manual

Equipment:

None.

Assignment:

1. Read Unit 9.1 of Student Manual on Use of Psychophysical Evaluations.

Study Questions:

1. What are the various methods used in field psychophysical evaluations to determine extent of alcohol impairment?

2. List six types of performance tests.

Study Questions (cont.)

3. What are the purposes for conducting field psychophysical evaluations?

4. Why are coordination tests used in field psychophysical evaluations? To determine extent of impairment by what?

5. How would you test a suspect for psychological impairment?

6. What kinds of behaviors would permit you to assess subject's mental state?

7. What would the subject's appearance and/or condition tell you about his state of impairment? List some of the things you would look for.

8. How would you proceed to question a drinking driver suspect? What questions would you ask?

9. How important is your explanation of the test to suspect? How important your demonstration?

10. In what way can you better assure understanding of your explanations and demonstrations?

Learning Activity

Unit 9.1

Use of Psychophysical Evaluations to Determine Extent of Alcohol Impairment

Activity	Instructor Ref. & Aids	Time
Unit Objective: To develop an understanding of the use of psychophysical evaluations for determining the extent of alcohol impairment.		
Content Topics: 9.1.1 Review of previous subject. 9.1.2 Overview of unit. 9.1.3 Nature and purpose of psychophysical evaluations. 9.1.4 Administration of psychophysical tests. 9.1.5 Summary of unit.		
9.1.1 Review of previous subject.		2
A. Review briefly the previous subject on Handling the Drinking Driver Suspect.		
Note: Time spent on this topic will depend on amount of time that has passed since presenting previous subject.		
1. Admonishment, citation, or release of errant driver. 2. Providing care for persons needing medical attention. 3. Arrest of drinking driver suspect. 4. Taking sufficient field notes.		

Activity	Instructor Ref. & Aids	Time
9.1.1-A (cont.)		
5. Conducting records check.		
B. Relate content from previous subject to objective of this unit.		
9.1.2 Overview of unit.		2
A. Point out topics to be covered in this unit.		
B. Describe learning objective of this unit.		
C. Give brief overview of content to be covered in topics.		
1. Nature and purpose of psychophysical evaluations.		
2. Administration of psychophysical tests.		
Note: The content of this unit is in the Student Manual and should be assigned reading prior to class. The following topics in this unit are to enable the instructor to briefly review the material with the class prior to lab session on Psychophysical Testing. Student evaluation on this content will be conducted during the lab session.		
9.1.3 Nature and purpose of psychophysical evaluations.		60
* * * *		
Learning Objective:		
. . . When given a series of questions pertaining to nature and purpose of psychophysical evaluations, the student will be able to answer correctly 80% of the responses according to		

Activity	Instructor Ref. & Aids	Time
9.1.3 (cont.) information obtained in Student Manual and in classroom discussion. * * * * A. Discuss nature and purpose of psychophysical evaluations. 1. Nature of psychophysical evaluations. a. Relationship of detection clue evidence to psychophysical evaluations: (1) Evidence limitations from initial detection clues. (2) Need to obtain additional evidence. (3) Need to acquire maximum and adequate evidence. b. Extent of alcohol impairment is proportionate to BAC: (1) Influences highest order functions first -- judgment, moral values, conscience. (2) Rapidly expands to control of voluntary and involuntary use of muscles -- affects hearing, vision, speech, balance and coordination. c. Knowledge of relationship between brain functions and BAC enables prediction of alcohol influence as manifested in impairment of basic mental and physical processes:		

Activity	Instructor Ref. & Aids	Time
9.1.3-A.c (cont.)		
(1) Officer can focus attention on selected mental and physical functions.		
(2) Enables officer to use organized evaluation procedures.		
(3) Officer can observe and collect fairly reliable evidence.		
2. Purposes of psychophysical testing.		
a. Aid in decision making process to establish probable cause subsequent to arrest.		
b. Provides important corroborative evidence for chemical test results.		
(1) Under most chemical test laws subject is presumed under influence at a certain BAC.		
(2) Officer's observations serve to provide evidence that subject was in fact impaired.		
B. Discuss the use of psychophysical testing.		
1. Traditional use has been to exemplify the most gross symptoms of impairment.		
2. Current emphasis on low BACs requires officer to be more sensitive to more subtle signs of impairment.		

Activity	Instructor Ref. & Aids	Time

9.1.3-B (cont.)

3. Defense counsels in the past have attacked psychophysical test evidence. They will continue to do so.

4. Use of psychophysical tests is generally a policy decision:

    a. Departmental policy.

    b. Prosecution policy.

    c. Court policy.

5. Extent of recognizable psychophysical impairment is relative to subject.

    a. Primarily due to tolerance.

    b. Effects of tolerance diminishes at higher BACs.

    c. Chart 9-1 portrays relationship of BAC to observable psychophysical impairment.

    d. Observable manifestations from drugs are not as predictable or identifiable as they are from alcohol.

C. Discuss classification of psychophysical testing.

1. Psychophysical evaluations can be grouped into three categories or types of testing ranging from simple to complex.

2. First type of tests consist of initial evaluation of driver's general physical appearance and condition.

Chart 9-1

Relationship of BAC to observable Psychophysical Impairment

Blood Alcohol Level	Percentage of People Displaying Some Outward Sign of Impairment
.02%	0%
.04%	5%
.06%	10%
.08%	20%
.10%	40%
.16%	60%
.20%	80%
.30%	100%

Source: "Effects of Drinking Alcoholic Beverages,"
S. H. Sher, M.D.

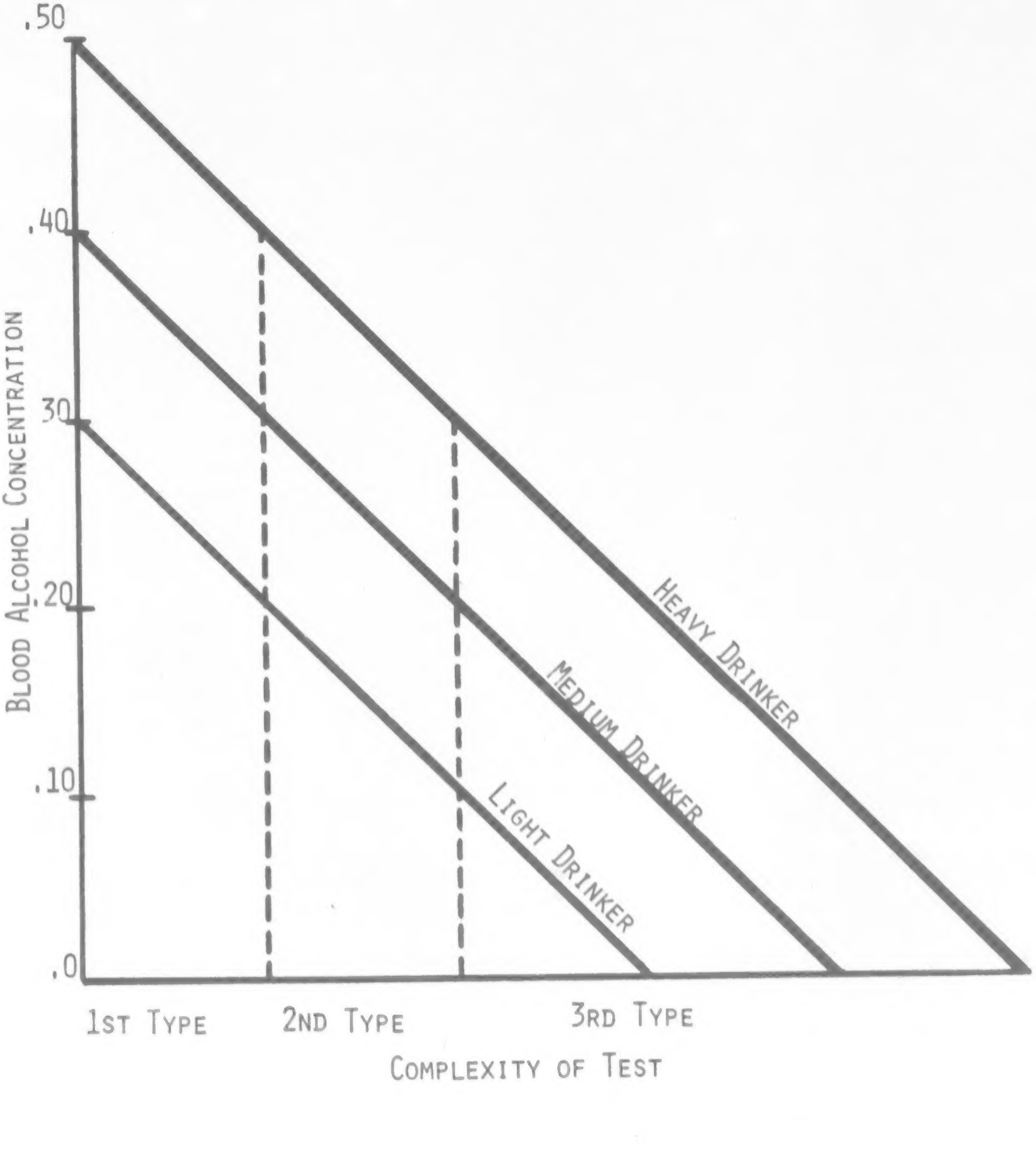
Activity	Instructor Ref. & Aids	Time
9.1.3-C.2 (cont.)		
a. Made while subject is still seated in vehicle.		
b. Utilizing minimum directed effort on the part of the officer.		
c. Elements of first type are standard evaluations made by officers for all traffic stops.		
(1) Odor of breath.		
(2) Condition of eyes.		
(3) Color of face.		
(4) Demeanor.		
(5) Dexterity.		
(6) Speech.		
(7) Clothing.		
d. First types of tests often produces initial suspicion of DWI. In most cases officer will proceed to second type of tests.		
3. Second type of tests involve a specific effort by officer in order to evaluate basic mental and physical conditions.		
a. Requires subject to exit from vehicle and walk to designated area for further investigation.		
b. Elements of second type of tests consist of:		
(1) Body coordination.		

Activity	Instructor Ref. & Aids	Time
9.1.3-C.3.b (cont.) (2) Judgment. (3) Balance or equilibrium. (4) Mental awareness. (5) First type elements of odor, eyes, face, speech and appearance. c. Up to this point officer has only observed and conversed with subject. No attempt made to conduct special routine or exercise. Adequacy of evidence at this point will determine whether or not officer proceeds to third type of tests. 4. Third type of testing are specifically structured performance tests of more complicated physiological coordination and require maximum officer-suspect involvement. a. Third type of tests include mental and physical exercises given singularly or in combination to evaluate: (1) Coordination. (2) Equilibrium. (3) Judgment. (4) Comprehension. (5) Concentration. b. Third type of tests should always be administered with clear and demonstrated instructions to the suspect.		

Activity	Instructor Ref. & Aids	Time
9.1.3-C.4 (cont.)		
c. Relationship of BAC to complexity of psychophysical test is shown in Chart 9-2.		
D. Discuss decision point for arrest.		
1. Important for arresting officer to be able to identify at what point in evaluation processes he decided the subject was under the influence.		
a. Decision point of use to prosecutor when evaluating the elements of the arrest.		
b. Decision point most always pursued by defense during trial.		
2. Psychophysical testing should be continued after decision point only if results will be of positive value in case preparation. Officer must consider, however, the implication that failure to administer additional tests may have in the courtroom.		
9.1.4 Administration of psychophysical tests.		120
* * * *		
Learning Objective:		
. . . When asked to demonstrate the use of psychophysical tests, the student will be able to conduct each of the prescribed tests used in the course by giving clear and concise instructions to subject and following correct testing procedures with a maximum of one error on each test, according to information obtained in classroom and in Student Manual.		

CHART 9-2

RELATIONSHIP OF BAC AND COMPLEXITY OF PSYCHOPHYSICAL TESTING OF THE LIGHT, MEDIUM AND HEAVY DRINKER



Activity	Instructor Ref. & Aids	Time

9.1.4 (cont.)

* * * *

A. Discuss the procedures for administering the three types of psychophysical evaluations.

> Note: The students should study Topic 9.1.4 in the Student Manual prior to class discussion. The instructor will review the procedures with the class and answer questions to assure understanding.

1. Procedures for conducting first type evaluations.
2. Procedures for conducting second type evaluations.
3. Procedures for conducting third type evaluations:
   - a. Walking.
   - b. Romberg.
   - c. Finger-to-nose.
   - d. Balance.
   - e. Alphabet.

B. Demonstrate the procedures used in psychophysical testing.

1. Use students from class to demonstrate procedures for conducting various psychophysical tests.

C. Permit students to practice the use of psychophysical tests.

Activity	Instructor Ref. & Aids	Time
9.1.4-C (cont.)		
Note: Application of third type tests should be practiced in classroom. Students would be paired off and permitted to practice on each other to develop fundamentals of testing techniques. First and second type testing and additional third type testing will be covered in Subject #10.		
1. Divide students into pairs for practice session.		
2. Have students practice use of various psychophysical tests on each other.		
3. Observe and critique each student's progress and understanding of psychophysical testing procedures.		
9.1.5 Summary of unit.		5
A. Review briefly the content covered in this unit.		
1. Nature and purpose of psychophysical evaluations.		
2. Administration of psychophysical tests.		
B. Answer students' questions pertaining to content of this unit.		

Lesson Plan

Unit 9.2

Recording Psychophysical Test Information on AIR Form

Unit Objective:

To know the nature and use of information recorded on the AIR Form.

Terminal Objective:

9.2.3 . . . be able to demonstrate an understanding of the nature and use of the AIR Form.

References:

None.

Materials:

1. Student Manual -- AIR forms.

Equipment:

None.

Assignment:

1. Read Unit 9.2 in Student Manual on Recording Psychophysical Test Information on AIR Form.

Study Questions:

1. How are informational items grouped on the AIR Form?
2. These groupings make up how many major categories?
3. When the form is completed for a drinking driver suspect, will you have a reasonable amount of information?
4. Is there need for any additional information?

Learning Activity

Unit 9.2

Recording Psychophysical Test Information on AIR Form

Activity	Instructor Ref. & Aids	Time
Unit Objective:		
To know the nature and use of information recorded on the AIR Form.		
Content Topics:		
9.2.1 Review of previous unit. 9.2.2 Overview of unit. 9.2.3 Nature and use of AIR Form. 9.2.4 Summary of unit.		
9.2.1 Review of previous unit.		2
A. Review briefly the previous unit on use of psychophysical evaluations to determine extent of alcohol impairment.		
'Note: The time spent on the topic will 'depend on amount of time that has passed' 'since presenting previous unit. '		
1. Nature and purpose of psychophysical evaluations.		
2. Administration of psychophysical tests.		
B. Relate previous unit to objective of this unit.		
9.2.2 Overview of unit.		3
A. Point out topic to be covered in unit.		
B. Describe learning objective of unit.		

Activity	Instructor Ref. & Aids	Time
9.2.2 (cont.)		
C. Give brief overview of content to be covered in unit.		
1. Nature of AIR report forms.		
2. Purpose of AIR report forms.		
3. Use of AIR report forms.		
Note: A detailed description and explanation of the AIR Form is included in the Student Manual and should be assigned reading prior to class. The purpose of this unit is to briefly review the items on the form in class to assure understanding and answer any questions. Student evaluation on use of form will be conducted during the laboratory session.		
9.2.3 Nature and use of AIR Form.		25
* * * *		
Learning Objective:		
. . . When asked to describe the nature and use of information recorded on the AIR Form, the student will be able to list the various information categories without referring to the AIR Form with a maximum of two errors and will be able to list 50% of the sub-categories under observations and performance tests.		
* * * *		
A. Review briefly the nature and use of information on the AIR forms.		
1. The twelve categories of information.		

Activity	Instructor Ref. & Aids	Time
9.2.3-A (cont.)		
2. The sub-categories under observation and performance testing.		
3. The various information items under each category.		
4. Descriptive terms used on AIR forms (see Table 9-1).		
9.2.4 Summary of unit.		5
A. Present summary statement on recording information on AIR Form.		
B. Answer students' questions pertaining to unit.		

Table 9.1

Glossary of Terms Used on AIR Form

Demeanor - Attitude

- Fighting
- Excited
- Indifferent
- Hilarious
- Jovial
- Antagonistic
- Cooperative
- Un-cooperative
- Polite
- Calm
- Sleepy
- Crying
- Resisting
- Profane
- Threatening
- Argumentative
- Arrogant
- Abusive
- Belligerent
- Sarcastic

Actions

- Hiccoughing
- Belching
- Vomiting
- Dropping ashes

Walking & Standing

- Falling
- Veering
- Swaying
- Holding onto ____ for stability
- Staggering
- Wobbling
- Stiff, rigid
- Stumbling
- Sagging

Speech

- Shouting
- Rambling
- Slobbering
- Incoherent
- Boisterous
- Whispering
- Slurred
- Hoarse
- Whining
- Crying
- Stuttering
- Accent
- Slow, deliberate
- Confused
- Thick
- Profane
- Misusing words
- Hissy

Subject #10

PSYCHOPHYSICAL EVALUATIONS (LABORATORY)

4:00 Hours

Subject Objective:

To develop competency in administering psychophysical tests.

Subject Units:

10.1 Determination of alcohol influence by assessing drinking subject's appearance and speech.

10.2 Determination of alcohol influence on mental state.

10.3 Use of coordination tests to determine extent of alcohol impairment.

10.4 Making enforcement decisions based on psychophysical tests.

Lesson Plan

Unit 10.1

Determination of Alcohol Influence by Assessing Drinking Subject's Appearance and Speech

Unit Objective:

To develop competency in determining alcohol influence by assessing drinking subject's appearance and speech.

Terminal Objectives:

10.1.3 . . . be able to assess an approximate level of impairment by assessing subject's appearance.

10.1.4 . . . be able to assess an approximate level of impairment by questioning drinking subject.

Resource:

None.

Equipment:

None.

Assignment:

1. Read Unit 10.1 in Student Manual on Determination of Alcohol Influence by Assessing Drinking Subject's Appearance and Speech.

Study Questions:

1. What behavior(s) indicating alcohol impairment might the officer be able to observe while subject is still seated in his own vehicle?
2. How would the subject's appearance indicate alcohol impairment while still seated in own vehicle?

Learning Activity

Unit 10.1

Determination of Alcohol Influence by Assessing Drinking Subject's Appearance and Speech

Activity	Instructor Ref. & Aids	Time
Unit Objective:		
To develop competency in determining alcohol influence by assessing drinking subject's appearance and speech.		
Content Topics:		
10.1.1 Review of previous subject. 10.1.2 Overview of unit. 10.1.3 Practice in assessment of impairment by subject's appearance. 10.1.4 Practice in assessment of impairment by subject's response to questions. 10.1.5 Summary of unit.		
10.1.1 Review of previous subject.		2
A. Review briefly the previous subject on psychophysical evaluations.		
'Note: Time spent on this topic will ' 'depend on the amount of time that has ' 'passed since presenting previous subject.'		
1. Use of psychophysical evaluations to determine extent of alcohol impairment.		
a. Nature and purpose of psychophysical evaluations.		
b. Administration of psychophysical tests.		

Activity	Instructor Ref. & Aids	Time
10.1.1-A (cont.)		
2. Recording psychophysical test information on AIR Form.		
B. Relate previous subject to objective of this unit.		
10.1.2 Overview of unit.		3
A. Point out practice sessions to be conducted in this unit.		
B. Describe learning objectives for unit.		
C. Give brief overview of practice sessions.		
1. Practice in assessment of impairment by subject's appearance.		
2. Practice in assessment of impairment by subject's response to questions.		
D. Explain procedure to be used in practice sessions.		
1. Students to react to filmed situations depicting first type of Phase III clues.		
2. Class discussion on student responses.		
E. Answer students' questions pertaining to procedure for practice session.		
10.1.3 Practice in assessing impairment by subject's appearance (students to focus on clothing, countenance, odor, eyes, etc.).		5

Activity	Instructor Ref. & Aids	Time
10.1.3 (cont.) * * * * Learning Objective: . . . When presented with a visual presentation depicting psychophysical testing of several subjects who exemplify various levels of blood alcohol (.01% - .15%), the student will be able to quickly assess an approximate degree of impairment (none, low, moderate, or high) by observing the subject's appearance and will be able to describe this impairment with 80% accuracy according to information obtained in class. * * * * A. Conduct practice session on assessing alcohol impairment by subject's appearance. Note: This practice session will be held in conjunction with Topic 10.3.4-B below on assessing impairment by subject's reaction to tests.		
10.1.4 Practice in assessing impairment by subject's response to questions. * * * * Learning Objective: . . . When presented with a visual presentation depicting psychophysical testing of several subjects who exemplify various levels of blood alcohol (.01% - .15%), the student will be able to assess an approximate degree of impairment (none, low, moderate, or high) by observing subject's response to questions and		5

Activity	Instructor Ref. & Aids	Time
10.1.4 (cont.)		
will be able to describe this impairment with 80% accuracy according to information obtained in class.		
* * * *		
A. Conduct practice session in assessing impairment by subject's response to questions.		
Note: This practice session will be held in conjunction with Topic 10.3.4-B below on assessing impairment by subject's reaction to tests.		
10.1.5 Summary of unit.		5
A. Review and discuss responses on first type of assessments.		
B. Answer students' questions on unit.		

Lesson Plan

Unit 10.2

Determination of Alcohol Influence on Mental State

Unit Objective:

To develop competence in determining alcohol influence by assessing mental state of drinking subject.

Terminal Objective:

10.2.3 . . . be able to assess approximate degree of impairment by observing and analyzing drinking subject's mental state.

Resource:

None.

Materials:

None.

Equipment:

None.

Assignment:

1. Read Unit 10.2 in Student Manual on Determination of Alcohol Influence on Mental State.

Study Questions:

1. What behavior(s) indicating alcohol impairment might the officer be able to observe as driver exits vehicle? Walks to designated location? Comments and statements to officer?

2. How can the officer assess the subject's mental state?

Learning Activity

Unit 10.2

Determination of Alcohol Influence on Mental State

Activity	Instructor Ref. & Aids	Time
Unit Objective:		
To develop competence in determining alcohol influence by assessing mental state of drinking subject.		
Content Topics:		
10.2.1 Review of previous unit.		
10.2.2 Overview of unit.		
10.2.3 Practice in assessing impairment by subject's mental state.		
10.2.4 Summary of unit.		
10.2.1 Review of previous unit.		2
A. Review briefly previous unit on assessing impairment by subject's appearance and speech.		
1. Assessing impairment by subject's appearance.		
2. Assessing impairment by subject's response to questions.		
B. Relate previous unit to objective of this unit.		
10.2.2 Overview of unit.		3
A. Point out practice session to be conducted in this unit.		
B. Describe learning objective of unit.		

Activity	Instructor Ref. & Aids	Time
10.2.2 (cont.) C. Give brief overview of practice session. 1. Practice in assessing impairment by subject's mental state. D. Explain procedure to be used in practice session. 1. Use same procedure as in previous unit.		
10.2.3 Practice in assessing impairment by subject's mental state (students to focus on relaxed inhibitions; i.e., excitement, indifference, talkative, reserved, combative, cooperative, aggressive, modest).		5
* * * * Learning Objective: . . . When presented with a visual presentation depicting psychophysical testing of subjects who exemplify various levels of blood alcohol (.01% - .15%), the student will be able to quickly assess an approximate degree of impairment (none, low, moderate or high) by observing and analyzing the subject's mental state (relaxed inhibitions) and will be able to describe the mental impairment with 80% accuracy according to information obtained in class. * * * *		
A. Conduct practice session on assessing alcohol impairment by subject's mental state.		

Activity	Instructor Ref. & Aids	Time
10.2.3-A (cont.)		
Note: This practice session will be held in conjunction with Topic 10.3.4-B below on assessing impairment by subject's reaction to tests.		
10.2.4 Summary of unit.		
A. Review and discuss responses on second type of assessments.		5
B. Answer students' questions on unit.		

Lesson Plan

Unit 10.3

Use of Coordination Tests to Determine Extent of Alcohol Impairment

Unit Objective:

To be able to use coordination tests to determine extent of alcohol impairment.

Terminal Objectives:

10.3.3 . . . be able to assess the extent of alcohol impairment by the subject's ability to follow instructions.

10.3.4 . . . be able to assess the extent of alcohol impairment by the subject's reaction to various coordination tests.

Resource:

None.

Materials:

1. VTR segments #4-7 (10.3.4-A) on psychophysical testing.

Equipment:

1. Video tape deck and monitors.

Assignment:

1. Read Unit 10.3 in Student Manual on Use of Coordination Tests to Determine Extent of Alcohol Impairment.

Study Questions:

1. What behavior(s) indicating alcohol impairment can the officer observe and assess through the use of coordination tests?
2. How does the subject's ability to follow instructions influence the officer's assessment?

Learning Activity

Unit 10.3

Use of Coordination Tests to Determine Extent of Alcohol Impairment

Activity	Instructor Ref. & Aids	Time
Unit Objective: To be able to use coordination tests to determine extent of alcohol impairment.		
Content Topics: 10.3.1 Review of previous unit. 10.3.2 Overview of unit. 10.3.3 Practice in assessing impairment by subject's ability to follow instructions. 10.3.4 Practice in assessing impairment by subject's reactions to coordination tests (balance, walking, Romberg, finger-to-nose, alphabet). 10.3.5 Summary of unit.		
10.3.1 Review of previous unit.		2
A. Review briefly previous unit on assessing impairment by subject's mental state.		
B. Relate previous unit to objective of this unit.		
10.3.2 Overview of unit.		3
A. Point out practice session to be conducted in this unit.		
B. Describe learning objective of unit.		

Activity	Instructor Ref. & Aids	Time
10.3.2 (cont.)		
C. Give brief overview of practice session.		
1. Practice in assessing impairment by subject's ability to follow instructions.		
2. Practice in assessing impairment by subject's reactions to tests.		
D. Explain procedures to be used in practice session.		
1. Use same procedures as in previous units.		
10.3.3 Practice in assessing impairment by subject's ability to follow instructions.		10
* * * *		
Learning Objective:		
. . . When presented with a visual presentation depicting psychophysical testing of drivers who exemplify various drinking subjects (low BAC, moderate BAC, high BAC), the student will be able to assess the degree of impairment (none, low, moderate or high) by each subject's ability to follow instructions and will be able to describe the nature of each subject's ability to follow instructions with 80% accuracy according to information obtained in class.		
* * * *		
A. Conduct lab session on assessing impairment by subject's ability to follow instructions.		

Activity	Instructor Ref. & Aids	Time
10.3.3-A (cont.)		
'Note: This practice session will be held in conjunction with subsequent Topic (10.3.4-B) on assessing impairment by subject's reaction to tests.'		
10.3.4 Practice in assessing impairment by subject's reactions to coordination tests (balance, walking, Romberg, finger-to-nose, alphabet).		80
* * * *		
Learning Objective:		
. . . When presented with a visual presentation depicting psychophysical testing of drivers who exemplify various drinking subjects at different BAC levels, the student will be able to assess the degree of impairment (none, low, moderate or high), by each subject's reactions to various tests, and will be able to describe this impairment with 80% accuracy according to information obtained in class.		
* * * *		
A. Conduct lab session on assessing alcohol impairment by subject's reaction to psychophysical tests.		
1. Use VTR segments depicting psychophysical testing of impaired subjects at various BACs.	Aid. VTR segments #4-7 (10.3.4-A).	
2. Permit students to observe and react to each VTR segment.		
3. Discuss student responses.		

Activity	Instructor Ref. & Aids	Time
10.3.5 Summary of unit.		5
A. Review and discuss student responses.		
B. Answer students' questions on practice session.		

Lesson Plan

Unit 10.4

Making Enforcement Decisions Based on Psychophysical Tests

Unit Objective:

To be able to draw conclusions from psychophysical tests and make enforcement decisions.

Terminal Objective:

10.4.3 . . . be able to make enforcement decisions based on results of psychophysical tests.

Reference:

None.

Material:

1. Student Response forms for demonstration, practice and test session (SRC 10.4.3-A).
2. Film situations #49-54 depicting Phase I, II and III detection clues (10.4.3-B).

Equipment:

1. 16 mm projector.

Assignment:

1. Read Unit 10.4 in Student Manual on Making Enforcement Decisions Based on Psychophysical Tests.

Study Questions:

None.

Learning Activity

Unit 10.4

Making Enforcement Decisions Based on Psychophysical Tests

Activity	Instructor Ref. & Aids	Time
Unit Objective:		
To be able to draw conclusions from psychophysical tests and make enforcement decisions.		
Content Topics:		
10.4.1 Review of previous unit. 10.4.2 Overview of unit. 10.4.3 Practice in making enforcement decisions from psychophysical test results. 10.4.4 Summary of unit.		
10.4.1 Review of previous unit.		2
A. Review briefly making enforcement decisions in Unit 6.2.3.		
B. Relate previous decision making units to objective of this unit.		
10.4.2 Overview of unit.		3
A. Point out practice session of unit.		
B. Describe learning objective of unit.		
C. Give brief overview of practice session.		
1. Practice in making enforcement decisions from Phase I, II and III detection clues and psychophysical test results.		

Activity	Instructor Ref. & Aids	Time
10.4.3 Practice in making enforcement decisions from Phase I, II and III detection clues and psychophysical test results.		80
* * * *		
Learning Objective:		
. . . Having reacted to filmed situations depicting psychophysical testing of drinking subjects at various alcohol levels, and having recorded test results for each subject on separate response forms, the student will be able to make an enforcement decision based on results and will record his conclusions on response form with 80% accuracy on each test according to information obtained in class.		
* * * *		
A. Prepare class for lab session.	Aid. Student Response Card 10.4.3-A.	
1. Distribute student response forms for lab practice session.		
2. Explain nature and use of student response forms.		
3. Explain procedure for lab session.		
B. Conduct practice session for identifying and recording alcohol impairment evidence and making enforcement decision.	Aid. Film situations #49-54 (10.4.3-B).	
1. Show students filmed situations, one at a time, for practice session.		
2. Use first situation to demonstrate method and content and discuss.		

Activity	Instructor Ref. & Aids	Time
10.4.3-B (cont.)		
3. Use second situation for students to practice and discuss.		
4. Use last four situations to test student learning achievement.		
5. Students to complete forms by posting their conclusions and noting their enforcement decisions.		
6. Collect response forms for evaluation.		
10.4.4 Summary of unit.		5
A. Review briefly the topic of making enforcement decisions based on psychophysical test results.		
B. Answer students' questions pertaining to content of unit.		

Subject #11

CHEMICAL TESTING

1:00 Hour

Subject Objective:

To understand the nature and purpose of chemical testing.

Subject Units:

11.1 Chemical testing in DWI enforcement.

11.2 Requests for and refusals of chemical tests.

Lesson Plan

Unit 11.1

Chemical Testing in DWI Enforcement

Unit Objective:

To understand nature of chemical testing procedures.

Terminal Objectives:

11.1.3 . . . be able to describe the nature and purpose of chemical tests in case preparation and as corroborative evidence.

11.1.4 . . . be able to describe various types of chemical tests available and steps for requesting suspect's permission to take test.

11.1.5 . . . be able to describe procedure for obtaining chemical tests.

References:

None.

Materials:

1. Student Manual.

Equipment:

None.

Assignments:

1. Read Unit 11.1 in Student Manual on Chemical Testing in DWI Enforcement.

Study Questions:

1. What is the role of chemical testing in preparing your case?
2. What are the procedures for offering a subject a chemical test?

Study Questions (cont.)

3. Why must you observe a drinking subject for a sufficient period of time prior to giving him a breath test? How long a period of time should this be?

4. What are the various types of chemical tests available in DWI enforcement?

5. What chemical test is predominantly used in DWI enforcement?

Learning Activity

Unit 11.1

Chemical Testing in DWI Enforcement

Activity	Instructor Ref. & Aids	Time
Unit Objective: To understand nature of chemical testing procedures.		
Content Topics: 11.1.1 Review of previous subject. 11.1.2 Overview of unit. 11.1.3 Nature and purpose of chemical testing. 11.1.4 Selection of appropriate chemical test. 11.1.5 Administration of chemical test. 11.1.6 Summary of unit.		
11.1.1 Review of previous subject.		2
A. Review briefly the previous subject on psychophysical evaluations.		
Note: Time spent on this topic will depend on amount of time that has passed since presenting previous subject.		
1. Determination of alcohol influence by assessing drinking subject's appearance and speech.		
2. Determination of alcohol influence on subject's mental state.		
3. Use of coordination tests to determine extent of alcohol impairment.		

Activity	Instructor Ref. & Aids	Time
11.1.1-A (cont.)		
4. Making enforcement decisions based on results of psychophysical tests.		
B. Relate previous subject to objectives of this unit.		
11.1.2 Overview of unit.		3
A. Point out topics to be covered in unit.		
B. Describe learning objectives of unit.		
C. Give brief overview of content to be covered in topics.		
1. Nature and purpose of chemical testing.		
2. Selection of appropriate chemical test.		
3. Administration of chemical test.		
11.1.3 Nature and purpose of chemical testing.		5
* * * *		
Learning Objective:		
. . . When given a series of questions pertaining to the nature and purpose of chemical testing, the student will be able to describe the nature of chemical testing and the use of chemical tests as corroborative evidence according to information obtained in class.		
* * * *		

Activity	Instructor Ref. & Aids	Time
11.1.3 (cont.)		
A. Discuss the nature and purpose of chemical testing.		
1. Nature and purpose of chemical testing.		
2. Importance of chemical testing for establishing case.		
3. Chemical test results as corroborative evidence.		
4. Types of chemical tests available.		
5. State Departments of Public Health policies and practices on chemical testing.		
11.1.4 Selection of appropriate chemical test.		5
* * * *		
Learning Objective:		
. . . When asked to discuss the selection of appropriate chemical test, the student will be able to list the various kinds of tests available and discuss use of such tests, according to information obtained in class.		
* * * *		
A. Discuss the nature and use of various types of chemical tests.		
1. Breath test.		
a. Only purpose is to determine amount of ethyl alcohol in a person's blood.		

Activity	Instructor Ref. & Aids	Time
11.1.4-A.1 (cont.) b. Unique feature in providing immediate, reliable results. (1) Educational value -- immediate reinforcement to a good or bad arrest decision. (2) Evaluation of results -- can indicate need for medical attention. (3) Exoneration of person who is not impaired. c. Has minimal per test expense. d. Involves only law enforcement agencies in collection and analysis of sample. 2. Blood test. a. Involves collection of a sample of venous blood by medical personnel. b. Analysis of blood by qualified laboratory. c. Historically has had greater acceptability by courts and the public. d. Law requires that sample be taken in a medical environment. (1) Presents major problem to more frequent use of blood tests.		

Activity	Instructor Ref. & Aids	Time
11.1.4-A.2.d (cont.) (2) Often difficult to find convenient facility and cooperative medical staff. e. Must be refrigerated until can be mailed to laboratory for analysis. f. Process eliminates any immediate feedback. g. Requires more activity on part of arresting officer. (1) Packaging sample. (2) Filling out forms. (3) Mailing. h. Time interval between arrest and test is increased considerably. i. Complicates the chain of evidence. j. Increased cost per test. k. Instances when blood test is most appropriate test. (1) Involved in accident and hospitalized. (2) When subject is dead. (3) When subject has emphysema. (4) When subject has mouth deformity.		

Activity	Instructor Ref. & Aids	Time
11.1.4-A.2.k (cont.) (5) When indication of combination of barbiturates or tranquilizers in addition to alcohol. l. Subject has right to refuse in some states. (1) Protection for persons who may be hemophiliacs. (2) Refusal for religious reasons. 3. Urine test. a. Involves collection of a sample of urine by law enforcement personnel. b. Analysis of urine by qualified laboratory. c. Determines amount of alcohol in person's blood. d. Shows presence of narcotic or stimulant drug in urine. e. Least accurate of three available chemical tests. f. Unique feature is convenience for determining if BAC is increasing or decreasing. g. Most convenient test in terms of personnel and technical requirements. h. No immediate feedback on results.		

Activity	Instructor Ref. & Aids	Time
11.1.4-A.3 (cont.) i. Requires maximum activity on part of arresting officer: (1) Collection of sample. (2) Packaging of sample. (3) Filing of forms. (4) Mailing. j. Requires that officer be present during first and second voiding. k. Most preferred test for drug analysis excepting barbiturates and tranquilizers. (1) Can detect majority of abused drugs. (2) Especially opiates, cocaine and amphetamines. l. Requires use of alcohol determination kit. 4. Use of chemical tests for other than alcohol determination. a. Increased use of drugs has stimulated use of chemical testing for charges other than DWI. b. Same statute covers both alcohol and drug use in some states. c. Important that officer indicate to laboratory name of drug suspect has taken if known.		

Activity	Instructor Ref. & Aids	Time
11.1.4-A.4 (cont.)		
d. Table 11-1 illustrates which drugs are chemically detectable in body fluids.		
e. In cases other than DWI, implied consent does not apply (e.g., reckless driving, drunk and disorderly, possession and use, homicide, etc.). Specimen must be obtained with consent of subject. Be sure to note consent was obtained.		
5. Criteria for selection of appropriate test.		
a. Table 11-2 sets forth criteria that may be used for selection of appropriate test.		
b. Table 11-3 contains a check list of important considerations relating to responsibility of arresting officer in chemical testing.		
11.1.5 Administration of chemical test.		10
* * * *		
Learning Objective:		
. . . When asked to discuss the procedures and considerations for administering chemical tests, the student will be able to describe the various methods used to conduct each type of chemical test according to information obtained in class and Student Manual.		
* * * *		

Table 11-1

Drugs Chemically Detectable in Body Fluids

The following table illustrates which drugs are chemically detectable in body fluids. When in doubt, take both a blood and urine sample if possible.

DRUG	URINE	BLOOD
Opium	Yes	No
Morphine	Yes	No
Heroin	Yes	No
Codeine	Yes	No
Marijuana	No	No
LSD	No	No
Cocaine	Yes	No
Demerol	Yes	No
Methadone	Yes	No
Barbiturates	Yes	Yes*
Amphetamines	Yes	No
Tranquilizers	Yes	Yes*

*Blood test preferred.

Table 11-2

CRITERIA FOR THE SELECTION OF APPROPRIATE CHEMICAL TEST

If any of the criteria for the first choice cannot be met, then the second or subsequent choice should be considered in order.

BREATH TEST

1st CHOICE	1.	BREATH TEST IS AVAILABLE.
	2.	DRUGS ARE NOT A MAJOR CONSIDERATION.
	3.	SUBJECT DOES NOT REQUEST A TEST OTHER THAN BREATH.
	4.	THERE ARE NO MEDICAL REASONS PROHIBITING A BREATH TEST.

BLOOD TEST

2nd CHOICE	1.	SUBJECT DOES NOT REFUSE TO SUBMIT TO BLOOD TEST.
	2.	BLOOD TEST IS READILY AVAILABLE.
	3.	BARBITURATES, TRANQUILIZERS OR ALCOHOLS ARE THE MAJOR CONSIDERATION.

URINE TEST

3rd CHOICE	1.	URINE TEST IS READILY AVAILABLE.

BEST COPY AVAILABLE

Table 11-3

ADMINISTRATION OF CHEMICAL TESTS

Check list of important considerations as they relate to the responsibility of the arresting officer in the administration of these chemical tests.

BREATH

BEFORE sample is taken:

1. Notify Breathalyzer operator.
2. Observe the subject at least 20 minutes immediately prior to testing.
3. Witness preparation of instrument.

DURING taking of sample:

1. Witness subject giving sample.

AFTER taking sample:

1. Witness the recording of the BAC.
2. Sign the "Breath Test Report Form".
3. Evaluate subject's BAC for necessary medical attention.
4. Record in notes any relevant comments or observations made during entire test.

BLOOD

BEFORE specimen is taken:

1. Make certain both you and the physician or nurse are familiar with the appropriate directions on the Alcohol Determination form.
2. Break the seal on the collection kit and provide the nurse or physician with vial.

DURING taking of specimen:

1. Witness the fact that no alcohol or alcoholic solution was used in the collection procedure.
2. Witness drawing of blood from the subject (note time).
3. Witness placing of specimen into appropriate vial and initialing of label.
4. Receive the filled vial directly from the nurse or physician and place in metal container.

AFTER specimen is taken:

1. Complete the Alcohol Determination form.
2. Wrap form around metal container and place into cardboard mailing container.
3. Seal cardboard mailing container with adhesive tape.
4. Place sealing wax on tape or initial and draw line from tape onto label.
5. Mail or refrigerate immediately.
6. Record in notes any relevant comments or observations made during entire test.

URINE*

BEFORE specimen is taken:

1. Make certain that you are familiar with the appropriate directions on the Alcohol Determination form.
2. Ask subject to void bladder completely approximately 1/2 hour prior to collection of sample.
3. Be present when subject empties bladder.

DURING taking of specimen:

1. Provide subject with a clean and dry container (preferably with spout) to collect specimen.
2. Be present when specimen is taken (note time).

AFTER specimen is taken:

1. Fill the glass sample vial from test kit, tighten lid and shake.
2. Complete and initial label on glass sample vial and replace into metal container.
3. Complete the Alcohol Determination form.
4. Wrap form around metal container and place into cardboard mailing container.
5. Seal cardboard mailing container with adhesive tape.
6. Place sealing wax on tape or initial and draw line from tape onto label.
7. Mail or refrigerate immediately.
8. Record in notes any relevant comments or observations made during entire test.

*If two samples are to be taken, a specimen should be collected from initial voiding as well (use two separate test kits). If test is for a drug analysis, then it is not necessary for subject to void prior to collection of sample (eliminate steps 2 and 3 under "BEFORE").

Activity	Instructor Ref. & Aids	Time
11.1.5 (cont.) A. Discuss the procedures and considerations for administering chemical tests. 1. Breath test. a. Should be administered as soon after arrest as possible. b. Officer must observe subject for 20 minutes prior to test. (1) Smoking and change of body temperature. (2) Effects of vomiting and burping on breath tests. (3) Effects of eating and drinking on breath tests. (4) Keeping subject in view for 20 minutes prior to test. c. Breath testing operator should be aware of any medical problems (e.g., acute emphysema) or abnormally high body temperature. 2. Blood test. a. Sample must be taken by physician or other medical personnel and in a medical environment. b. Sample should be collected and packaged in state approved alcohol determination kit.		

Activity	Instructor Ref. & Aids	Time
11.1.5-A.2 (cont.) c. Arresting officer must witness taking of sample and obtain same directly from physician or nurse in order to testify on procedure. d. Officer should be sure that no alcohol is used to sterilize the subject's skin or equipment used to draw the sample. e. Officer should be sure that label on sample bottle is filled out and initialed by physician or nurse. f. Officer must complete appropriate report form to go with sample. g. When test kit is properly assembled and sealed it should be mailed immediately. h. If necessary to delay mailing of sample it must be refrigerated. i. Results of blood analysis is usually returned to law enforcement agency in approximately one week. 3. Urine test. a. Specimen can be collected by officer. b. Test requires that subject void bladder twice. (1) Voidings 1/2 hour apart.		

Activity	Instructor Ref. & Aids	Time
11.1.5-A.3.b (cont.)		
(2) Second voiding used for analysis.		
(3) When both voidings are collected in separate kits, the laboratory can determine whether BAC is increasing or decreasing.		
(4) When sample is to be used for analysis for drugs, the first voiding may be used as specimen.		
c. Officer must be present when specimen is collected.		
(1) Ensure that subject does not dilute or contaminate sample.		
(2) Ensure that subject empties bladder.		
d. Officer must complete form to accompany test kit.		
e. When test kit is properly assembled it should be mailed as soon as possible.		
f. When necessary to delay mailing of sample, it should be refrigerated.		
g. Results of urine analysis is usually returned to law enforcement agency in approximately one week.		
11.1.6 Summary of unit.		5
A. Review briefly the content of the unit.		

Activity		
	Instructor Ref. & Aids	Time
11.1.6-A (cont.)		
1. Nature and purpose of chemical testing.		
2. Selection of appropriate chemical test.		
3. Administration of chemical test.		
B. Answer students' questions pertaining to content of unit.		

Lesson Plan

Unit 11.2

Requests for and Refusals of Chemical Tests

Unit Objective:

To understand the method and legal requirements for requesting and refusing chemical tests.

Terminal Objectives:

11.2.3 . . . be able to demonstrate an understanding of the requirements for advisement of rights in chemical testing.

11.2.4 . . . be able to demonstrate an understanding of requirements for completing "Refusal to Submit" form.

11.2.5 . . . be able to demonstrate an understanding of legal responsibilities relating to chemical testing.

References:

None.

Materials:

1. Student Manual -- "Refusal to Submit" form.

Equipment:

None.

Assignment:

1. Read Unit 11.2 in Student Manual on Requests for and Refusals of Chemical Tests.

Study Questions:

1. What is the purpose of the "Refusal to Submit" form designed for chemical testing?
2. What are the requirements for completing the "Refusal to Submit" form?

Learning Activity

Unit 11.2

Requests for and Refusals of Chemical Tests

Activity	Instructor Ref. & Aids	Time
Unit Objective:		
To understand the method and legal requirements for requesting and refusing chemical tests.		
Content Topics:		
11.2.1 Review of previous unit. 11.2.2 Overview of unit. 11.2.3 Advisement of chemical test rights. 11.2.4 Completing "Refusal to Submit" form. 11.2.5 Legal responsibilities relating to chemical testing. 11.2.6 Summary of unit.		
11.2.1 Review of previous unit.		2
A. Review briefly the previous unit on chemical testing in DWI law enforcement.		
Note: Time required for this topic will depend on amount of time that has passed since presentation of previous unit.		
1. Nature and purpose of chemical testing.		
2. Selection of appropriate chemical test.		
3. Administration of chemical test.		
B. Relate previous unit to objective of this unit.		

Activity	Instructor Ref. & Aids	Time
11.2.2 Overview of unit.		3
A. Point out topics to be covered in this unit.		
B. Describe learning objectives of this unit.		
C. Give brief overview of topics to be covered in unit.		
1. Advisement of chemical test rights.		
2. Completing the "Refusal to Submit" form.		
3. Legal responsibilities relating to chemical testing.		
11.2.3 Advisement of chemical test rights.		10
* * * *		
Learning Objective:		
. . . When given a series of questions pertaining to subject's rights in chemical testing, the student will be able to answer correctly 80% of the responses according to information obtained in class.		
* * * *		
A. Discuss the procedure for advising subject of rights in chemical testing.		
1. Person arrested for DWI to be advised of rights pertaining to chemical testing.		
a. Officer should make certain that in all circumstances (unconsciousness an exception) subject is read his rights.		

Activity	Instructor Ref. & Aids	Time
11.2.3-A.1 (cont.) b. Advise of rights pertaining to chemical testing as soon after arrest as possible. c. Responsibility of advisement of chemical test rights is most always upon the arresting officer.		
11.2.4 Completing the "Refusal to Submit" form.		5
* * * * Learning Objective: . . . When given a series of questions pertaining to completion of "Refusal to Submit" form, the student will be able to answer correctly 80% of the responses according to information obtained in class. * * * *		
A. Discuss the requirements for completing the "Refusal to Submit" form. 1. Nature and design of "Refusal to Submit" form. 2. Information required on "Refusal to Submit" form. 3. Obtaining witnesses to refusal to submit to chemical tests. 4. Notarizing the "Refusal to Submit" form.		
11.2.5 Legal responsibilities relating to chemical testing.		5

Activity	Instructor Ref. & Aids	Time

11.2.5 (cont.)

* * * *

Learning Objective:

. . . When given a series of questions pertaining to legal responsibilities relating to chemical testing, the student will be able to answer correctly 80% of the responses according to information obtained in class.

* * * *

A. Discuss the legal responsibilities relating to chemical testing.

1. Prior to requesting a chemical test.
    - a. Subject must be under arrest.
    - b. Subject has right to chemical test.
    - c. Officer has right to request chemical test.
2. Requesting a chemical test.
    - a. Subject must be advised of his rights concerning a chemical test.
    - b. Subject has right to refuse test.
    - c. Subject not required to submit to blood test in most states under certain circumstances.
    - d. Subject has right to any additional tests by someone of his own choosing.

Activity	Instructor Ref. & Aids	Time
11.2.5-A.2 (cont.)		
e. Subject should be allowed sufficient time to decide if he wants to submit or refuse a chemical test.		
3. Providing a chemical test.		
a. Samples to be collected in appropriate manner.		
b. Breath tests to be given by certified operator.		
c. Blood and urine tests must be handled in accordance with proper chain of evidence procedures.		
11.2.6 Summary of unit.		5
A. Review briefly the content on the unit.		
B. Answer students' questions pertaining to content of unit.		

Subject #12

EXPERIENCE IN DEGENERATIVE EFFECTS OF ALCOHOL

6:00 Hours

Subject Objective:

To become familiar with effects of alcohol on own person.

Subject Unit:

12.1 Student participation in drinking session.

Lesson Plan

Unit 12.1

Student Participation in Drinking Session

Unit Objective:

To understand the volume of alcohol required to reach a given blood alcohol level and the corresponding effect on the human condition.

Terminal Objective:

12.1.2 . . . be able to express relationship of volume of alcohol consumed to feeling of intoxication; to express reactions to intoxicating beverages; and to relate results of breath tests to way student feels and behaves.

References:

None.

Materials:

1. Alcoholic beverages for student consumption.
2. Forms for recording drinking data for each student.

Equipment:

1. Breath testing equipment.
2. Scales.

Assignments:

1. Read Subject #12 in Student Manual on Experience in Degenerative Effects of Alcohol.

Study Questions:

1. How much alcohol can you consume prior to feeling any effect? A slight effect? Considerably effected?
2. How many drinks can you consume before your driving abilities are impaired?

Learning Activity

Unit 12.1

Student Participation in Drinking Session

Activity	Instructor Ref. & Aids	Time
Unit Objective: To understand the volume of alcohol required to reach a given blood alcohol level and the corresponding effect on the human condition.		
Content Topics: 12.1.1 Overview of unit. 12.1.2 Method for controlled drinking exercise. 12.1.3 Summary of unit.		
12.1.1 Overview of unit. A. Point out activities to be covered in drinking session. B. Describe learning objective of unit. C. Give brief overview of activities to be experienced. 1. Measurement and distribution of alcohol. 2. Consumption and reaction to alcohol. 3. Taking several breath tests to establish BAC of students.		55
12.1.2 Method for controlled drinking exercise.		300
* * * *		

Activity		
	Instructor Ref. & Aids	Time
12.1.2 (cont.) Learning Objective: . . . After consuming a measured amount of alcohol and given sufficient time for effect, and after blowing several breath tests as the level of alcohol in his body increases, the student will be able to relate the results of the breath tests to the way he feels and behaves. * * * *		
A. Discuss regulations for controlled drinking exercise.		
1. Table 12-1 sets forth regulations for controlled drinking exercise. The table is in the Student Manual and should be reviewed with students prior to this lab session.		
B. Measure and distribute alcoholic beverages to students.		
1. Provide scales -- obtain body weight.		
2. Determine time since last meal and what student ate.		
3. Measure quantity of alcohol student is sure he can drink (don't overdo it on first dose).	Aid. Forms for recording drinking data for each student. Student Response Card 12.1.2-B.	
4. Record all data on individual student forms.		
C. Permit each student to consume and react to alcohol.		
1. Class monitor(s) to observe and question students as to alcohol effects.		

Table 12-1

Regulations for Controlled Drinking Exercise

1. Students do not have to drink to pass course; this is a voluntary exercise.
2. No alcoholic beverage, other than that provided to the individual student, will be consumed prior to or during the exercise.
3. No student will be allowed to leave at the end of the exercise unless his BAC is below .05%.
4. No guns will be carried during the exercise by either drinkers or non-drinkers. Any gun brought to the classroom must be turned over to an instructor to keep until the class is over.
5. Students who eat a heavy dinner may minimize the desired effects of the alcohol intake. However, for the infrequent drinker, this exercise should not be conducted on a completely empty stomach.
6. The student can mix or chase his alcohol with any beverage he wishes, the purchase of which will be up to the student prior to class time. Alcohol, ice and cups will be furnished.

Activity	Instructor Ref. & Aids	Time
12.1.2-C (cont.)		
2. Record observations and statements on student forms.		
D. Take periodic breath tests of drinking students.		
1. Have students plot their alcohol deterioration curve.		
2. Ask student to relate test results to the way he feels.		
3. Record test results, student statements and monitor observation on student forms.		
12.1.3 Summary of unit.		5
A. Review briefly the activities and experiences of this unit.		
B. Answer students' questions pertaining to experiences of unit.		
Note: There may be a need to summarize these experiences the following morning. This will depend on the various BACs of the students.		

Subject #13

LEGAL AUTHORITY IN ALCOHOL ENFORCEMENT

3:00 Hours

Subject Objective:

To know and understand the laws pertaining to alcohol enforcement.

Subject Units:

13.1 Laws pertaining to drinking and driving offenses.

13.2 Implied consent laws.

Lesson Plan

Unit 13.1

Laws Pertaining to Drinking and Driving Offenses

Unit Objective:

To understand laws pertaining to drinking and driving offenses.

Terminal Objectives:

13.1.2 . . . be able to demonstrate an understanding of appropriate statutes pertaining to drinking and driving offenses.

13.1.3 . . . be able to list and describe the elements of DWI offenses.

13.1.4 . . . be able to demonstrate an understanding of case laws pertaining to drinking and driving offenses.

References:

1. Uniform Vehicle Code.
2. Chemical Tests and the Law. Donigan, Robert L. The Traffic Institute, Northwestern University, Illinois, 1966.

Materials:

1. Student Manual.

Equipment:

None.

Assignment:

1. Study Unit 13.1 in Student Manual on Laws Pertaining to Drinking and Driving Offenses.

Study Questions:

1. What are the elements of the offense of DWI?
2. What is the difference between advisement of rights for chemical tests and the Miranda warning?

Learning Activity

Unit 13.1

Laws Pertaining to Drinking and Driving Offenses

Activity	Instructor Ref. & Aids	Time
Unit Objective:		
To understand laws pertaining to drinking and driving offenses.		
Content Topics:		
13.1.1 Overview of unit. 13.1.2 Statutes pertaining to drinking and driving offenses. 13.1.3 Elements of DWI offenses. 13.1.4 Case law pertaining to drinking and driving offenses. 13.1.5 Summary of unit.		
13.1.1 Overview of unit.		5
* * * *		
A. Point out topics to be reviewed in unit.		
B. Describe learning objectives of unit.		
C. Give brief overview of topics to be reviewed in unit.		
1. Statutes on drinking and driving offenses.		
2. Elements of DWI offenses.		
3. Case law on drinking and driving offenses.		

Activity	Instructor Ref. & Aids	Time
13.1.2 Statutes pertaining to drinking and driving offenses.		45
'Note: At this point the instructor will insert the statutes or code relating to drinking and driving in his state. Use the outline of the Uniform Vehicle Code as a guide to outlining the appropriate state's code or statutes.'		
* * * *		
Learning Objective:		
. . . When given a series of written questions on the statutes pertaining to drinking driver offenses, the student will be able to answer correctly 80% of the responses according to information obtained in his manual and in the class review session.		
* * * *		
A. Review the Uniform Vehicle Code statutes pertaining to drinking and driving offenses.	Ref. #1.	
1. UVCA 11-902. Persons Under the Influence of Intoxicating Liquor.		
a. Unlawful and punishable.		
(1) To drive or be in actual physical control of any vehicle.		
(2) Within this state.		

Activity	Instructor Ref. & Aids	Time
13.1.2-A.1 (cont.) b. Chemical analysis, give rise to presumption, civil or criminal action or proceeding arising out of acts committed by person driving or in actual physical control. (1) 0.05% or less. (a) By weight in the person's blood. (b) Presumed not under influence. (2) In excess of 0.05% but less than 0.10%. (a) By weight in the person's blood. (b) Not give rise to presumption that person was or was not under the influence. (c) Considered with other competent evidence in determining whether person under influence. (3) 0.10% or more. (a) By weight in the person's blood. (b) Presumed person under the influence.		

Activity	Instructor Ref. & Aids	Time
13.1.2-A.1.b (cont.)		
(4) Percent.		
(a) By weight of alcohol in blood.		
(b) Grams (Milligrams).		
(c) Of alcohol per 100 cubic centimeters of blood.		
(5) Foregoing does not limit introduction of other competent evidence.		
c. Chemical analysis.		
(1) Blood, breath, urine, or other bodily substances.		
(2) Methods approved by State Department of Health.		
(3) Individual performing analysis possesses valid permit.		
(4) Approval of techniques, methods, qualifications and competence subject to termination or revocation by State Department of Health.		
d. Person submits to blood test.		
(1) Upon request of law enforcement officer.		
(2) Physician or registered nurse to withdraw blood.		

Activity	Instructor Ref. & Aids	Time
13.1.2-A.1.d (cont.)		
(3) Limitation does not apply to breath or urine.		
e. Additional tests.		
(1) May have physician or qualified technician. chemist or other.		
(2) Of own choosing.		
(3) In addition to test of requested test.		
(4) Failure to obtain.		
(a) Does not preclude admission.		
(b) Evidence relating to requested test.		
f. Information of results available.		
(1) To driver.		
(2) Attorney.		
g. Refusal to submit to test.		
(1) Evidence of refusal admissible in court.		
2. UVCA 11-902.1. Persons Under the Influence of Drugs.		
a. Unlawful and punishable.		
(1) Habitual user.		
(2) Or under influence of:		
(a) Any narcotic drug.		

Activity	Instructor Ref. & Aids	Time
13.1.2-A.2.a(2) (cont.) (b) Any other drug. (3) To degree which affects driving ability. (4) Legal use does not constitute defense. 3. UVCA 11-902.2. Penalties and Administrative Action of Commissioner. a. Conviction of 11-902 or 11-902.1. (1) Not less than 10 days nor more than 1 year. (2) Fine not less than $100 or more than $1,000. (3) Both such fine and imprisonment. (4) Second or subsequent convictions. (a) Not less than 90 days nor more than 1 year. (b) Fine not more than $1,000. b. Commissioner shall: (1) Revoke license or permit to drive. (2) Any nonresident operating privilege.		

Activity	Instructor Ref. & Aids	Time
13.1.3 Elements of DWI offense.		15

* * * *

Learning Objective:

> . . . When asked to state the elements of DWI offenses, the student will be able to list these elements accurately according to the information obtained from his manual and in the class review session.

* * * *

> Note: The elements of Driving Under the Influence of Liquor (DUIL) are derived from the Uniform Vehicle Code. Some states refer to this as Driving While Intoxicated (DWI), others Drving Under the Influence (DUI). The information contained herein is derived from the Uniform Vehicle Code and is intended to be used as a guide for preparation of this topic.

A. Review the elements of DUIL.

1. DUIL.

    a. Driving or in actual physical control of vehicle.

    b. Under influence (0.10% or greater).

    c. Reasonable grounds to stop.

    d. On public highway of this state.

Activity	Instructor Ref. & Aids	Time
13.1.4 Case law pertaining to drinking and driving offenses. * * * * Learning Objective: . . . When given a series of questions pertaining to case law in drinking driver offenses, the student will be able to answer correctly 80% of the responses according to information from his manual and in class review session. * * * * Note: The case law listed was assembled for a national audience; the instructor may want to gather case law that has affected his state statutes or code. The case law contained herein is intended to be used as a guide to prepare a course outline. A. Review case law pertaining to drinking and driving offenses. 1. People v. Miller, 357 Mich. 400. a. Admissibility of urine test. b. Taken at or shortly after incident. c. General scientific recognition. d. Correlated with blood alcohol level. e. Admissible. f. Bearing upon intoxication issue.		20

Activity	Instructor Ref. & Aids	Time
13.1.4-A (cont.) 2. State v. Donaldson, 36 A.D. 2d 37, 319 N.Y.S. 2d 172 (1971). a. Admissibility of breath test. b. Admissible into evidence. c. Legislature determined they are scientifically reliable. 3. Mississippi State Supreme Court Ruling on Appeal of Charles T. Scarborough, Jr. a. Rights of person arrested for DUIL. (1) Witnesses to drinking 3 beers. (2) Convicted on perjured testimony. (3) Not given chance to call doctor or friend. b. Holding prisoner incommunicado, unreasonably denying or ignoring requests. (1) Denial of due process. (2) Suppressing possible evidence. (3) Denies effective means to prepare a defense. c. Nullify new implied consent law. (1) Right to have own additional tests.		

Activity	Instructor Ref. & Aids	Time
13.1.4-A.3.c (cont.)		
(2) Defendant must show:		
(a) Request for own test.		
(b) Cooperation that test can be made.		
(c) Facilities and personnel available.		
(d) Show officers refused to allow test.		
4. People v. Mellor, 302 Mich. 537.		
a. Reasonable grounds for arrest.		
b. While under the influence.		
c. While operating a vehicle.		
d. Operation materially affected ability to drive.		
5. State v. Myers, 26 Ohio St. 2d 190, 271 N.E. 2d 245 (June 23, 1970).		
a. Right to additional tests.		
b. Advised of right.		
c. Failure to advise does not nullify police test.		
6. Zadina v. Weedlun, 190 N.W. 2d 857 (Neb., Oct. 22, 1971).		
a. Failure to advise of right to additional test.		
b. Privilege.		

Activity	Instructor Ref. & Aids	Time
13.1.4-A.6 (cont.)		
c. Officer not required to advise of "privilege".		
7. People v. Craft, 28 N.Y. 2d 274, 270 N.E. 2d 297 (April 14, 1971).		
a. Miranda rights.		
b. Applicable to testimonial or communicative evidence.		
c. Not real or physical evidence.		
d. Refusal to take chemical test not covered.		
e. Not entitled to counsel at refusal "minimal risk".		
8. Decker v. Department of Motor Vehicles, 5 Cal. 39902.		
a. Warning of license suspension.		
b. Be explicit of consequences.		
c. Refusal to submit.		
13.1.5 Summary of unit.		5
A. Answer students' questions on content of unit.		

Lesson Plan

Unit 13.2

Implied Consent Laws

Unit Objective:

To understand the implied consent laws.

Terminal Objectives:

13.2.2 . . . be able to demonstrate an understanding of the nature and purpose of implied consent legislation.

13.2.3 . . . be able to demonstrate an understanding of the implied consent statutes.

13.2.4 . . . be able to demonstrate an understanding of case laws pertaining to implied consent.

References:

None.

Material:

1. Student Manual.

Equipment:

None.

Assignment:

1. Study Unit 13.2 in Student Manual on Implied Consent Laws.

Study Questions:

1. How old is implied consent legislation?
2. Does implied consent legislation today conform to what original thinkers felt about it?

Study Questions (cont.)

3. What are the purposes of implied consent laws?
4. What happens to a subject if he refuses to submit to a chemical test?
5. What constitutes a reasonable refusal to a chemical test?
6. What agency establishes standards for administering chemical tests?

Learning Activity

Unit 13.2

Implied Consent Laws

Activity	Instructor Ref. & Aids	Time
Unit Objective:		
To understand the implied consent laws.		
Content Topics:		
13.2.1 Overview of unit. 13.2.2 Nature and purpose of implied consent legislation. 13.2.3 Implied consent statutes. 13.2.4 Case law pertaining to implied consent. 13.2.5 Summary of unit.		
13.2.1 Overview of unit.		5
A. Point out topics to be reviewed in unit.		
B. Describe learning objectives of unit.		
C. Give brief overview of topics to be reviewed.		
'Note: Review sessions are only to answer' 'any questions students have on topics. ' 'Instructor should not try to teach the ' 'material. '		
1. Nature and purpose of implied consent legislation.		
2. Implied consent statutes.		
3. Case law pertaining to implied consent.		

Activity	Instructor Ref. & Aids	Time
13.2.2 Nature and purpose of implied consent * * * * Learning Objective: . . . When given a series of questions about the nature and purpose of implied consent legislation, the student will be able to answer correctly 80% of the responses according to information obtained from his manual and in the class review session. * * * * A. Review the nature and purpose of the implied consent legislation. 1. Judiciary aware of alcohol role in highway accidents. 2. Many courts have welcomed scientific evidence. 3. Evidence shows symptoms of alcohol impairment. 4. Early 1950's movement to compel motorists to submit to chemical test. 5. Movement to sign agreement to take chemical test as part of license requirements. 6. New York found that they needed stronger chemical test statute. 7. Formation of "Implied Consent Law". 8. Every motorist deemed to have given consent.		15

Activity	Instructor Ref. & Aids	Time
13.2.2-A (cont.)		
9. On refusal to submit to chemical test penalty was loss of driving privilege.		
10. Law based upon sound legal foundation.		
11. Implied consent not a new law, "long-arm" was first.		
12. Use of highways could be regulated by legislation.		
13. Reasonable condition to use could be attached by legislature.		
14. Purpose was to rid highways of drinking driver.		
15. Another hoped for purpose was reduction of accidents.		
13.2.3 Implied consent statutes.		45
* * * *		
Learning Objective:		
. . . When given a series of questions pertaining to implied consent statutes, the student will be able to answer correctly 80% of the responses according to information obtained from his manual and in class review session.		
* * * *		
'Note: At this point the instruction will' 'insert the statutes or code relating to ' 'implied consent in his state. Use the ' 'outline of the Uniform Vehicle Code as a ' 'guide to outlining the appropriate ' 'state's code or statutes. '		

Activity	Instructor Ref. & Aids	Time
13.2.3 (cont.) A. Review the Uniform Vehicle Code implied consent statutes. 1. UVC 6-250.1. Revocation of license in event of refusal to submit to chemical tests. a. Implied consent. (1) Operator gives consent. (2) When upon public highways of state. (3) Blood, breath or urine. (4) Determine alcoholic content of blood. (5) Tests administered at direction of police. (6) Upon reasonable grounds. (7) Officer designates which test will be given. b. Any person. (1) Dead. (2) Unconscious. (3) Otherwise incapable of refusal. (4) Deemed not to have withdrawn consent. (5) And test may be administered.		

Activity		
	Instructor Ref. & Aids	Time
13.2.3-A.1 (cont.) c. Refusal. (1) None shall be given. (2) State shall revoke his license. (3) Subject to review. d. Revocation review. (1) Notify in writing of hearing, immediately. (2) Afford person opportunity for hearing. (3) Hearing shall cover only: (a) Reasonable grounds. (b) Whether person placed under arrest. (c) Refusal to submit to test. (4) Whether person advised of revocation if he refused test not an issue. (5) State shall order revocation either rescinded or sustained. e. Appeal. (1) Petition appropriate in court. (2) Review final order of revocation.		

Activity	Instructor Ref. & Aids	Time
13.2.4 Case law pertaining to implied consent.		20

* * * *

Learning Objective:

> . . . When given a series of questions about case law pertaining to implied consent, the student will be able to answer correctly 80% of the responses according to information obtained from his manual and in class review session.

* * * *

> Note: The case law listed was assembled for a national audience; the instructor may want to gather case law that has affected his state statutes or code. The case law contained herein is intended to be used as a guide to prepare a course outline.

A. Review the case law pertaining to implied consent.

1. Decker v. Department of Motor Vehicles, 6 Cal. 3d 902.
    a. Legal consequences of a refusal to submit.
    b. Explicit warning by arresting officer.
2. Lee v. State Highway Commission, Motor Vehicle Department, 187 Kansas 566, 358 p. 2d 765, 769-770 (1961).

Activity	Instructor Ref. & Aids	Time
13.2.4-A.2 (cont.)		
a. Right to operate motor vehicle.		
(1) Not a natural.		
(2) Unrestrained right.		
b. Privilege subject to:		
(1) Reasonable regulation.		
(2) Police power.		
(3) Interest of public safety and welfare.		
c. Does not compel.		
(1) Submit to blood test.		
(2) Incriminate self.		
d. Gives driver right.		
(1) To statutory suspension.		
(2) Hearing.		
3. In Re Application of Kunneman, 501 p. 2d 910 (Okla. App. 1972).		
a. Refusal to blow breath into breathalyzer.		
b. Even after agreeing to test.		
c. Constitutes refusal.		
4. Holt v. U.S. 218 U.S. 245, 252, 31 S. Ct. 2, 6, 546, Ed. 1021.		
a. Self-incrimination.		
b. Oral testimony only.		

Activity	Instructor Ref. & Aids	Time
13.2.4-A.4 (cont.) c. Does not preclude use of body evidence. d. Does not bar secretions of body. e. Does not bar chemical analysis. 5. Shirley L. Harlan v. State Supreme Ct., N.H. April 30, 1973. a. Refusal to submit to test. b. Not cured by later agreement. c. After one hour. 6. State v. Florence B. Johnson, 199A. 2d, 809, 42. a. Reliability of breath test. b. Accepted and scientifically reliable method. c. Conducted properly. d. No need for expert testimony. e. Proof that: (1) Equipment in proper order. (2) Operator qualified. (3) Test given correctly. f. Corroborative evidence of symptoms not needed.		

Activity		
	Instructor Ref. & Aids	Time
13.2.4-A (cont.)		
7. Lanford v. People, 409 p. 2d 829 (sup. Ct. Colo. January 10, 1966).		
a. Evidence of films admissible.		
b. Motion picture with sound.		
(1) Taken at or soon after arrest.		
(2) Even those showing refusal.		
8. State v. Baker, 56 Wash. 2d. 846, 355 p. 2d 806 (1969).		
a. Reliability of breath test.		
b. Prima facie evidence if:		
(1) Machine checked and in proper order.		
(2) Chemicals, correct kind and proper proportions.		
(3) Nothing in subject's mouth for 15 minutes.		
(4) Test by qualified examiner and proper manner.		
9. Collins v. Secretary of State, 19 Mich. App. 498, affd. 384 Mich. 656.		
a. Right to particular test.		
b. Officer advises as to which test.		
c. Risk of revocation upon refusal.		

Activity	Instructor Ref. & Aids	Time
13.2.4-A.9 (cont.)		
d. Right to only breath test.		
10. People v. Burton, 13 Mich. App. 203.		
a. Additional tests.		
b. Advise if doctor not available.		
c. Failure to do so:		
(1) Denies right to gather evidence.		
(2) Requires reversal of charges.		
13.2.5 Summary of unit.		5
A. Answer students' questions on content of unit.		

Subject #14

CASE PRESENTATION -- TESTIMONY

3:00 Hours

Subject Objective:

To understand methods and procedures for presenting testimony in court on alcohol related offenses.

Subject Unit:

14.1 Presentation of testimony in court.

Lesson Plan

Unit 14.1

Presentation of Testimony in Court

Unit Objective:

To understand the proper method for presenting testimony in court.

Terminal Objectives:

14.1.2 . . . be able to demonstrate an understanding of proper methods for presenting direct evidence in court.

14.1.3 . . . be able to demonstrate an understanding of defense tactics used during cross examination in court.

References:

1. Donigan, Robert L. Chemical Tests and the Law. Traffic Institute, Northwestern University, Evanston, Illinois, 1966.
2. Erwin, Richard E. Defense of Drunk Driving Cases. Third Edition, New York, Matthew Bender, 1971.
3. Traffic Officer in Court. Traffic Law Enforcement Series. Traffic Institute, Northwestern University, 1965.
4. IACP Training Key #8.
5. Black, Henry Campbell, Black's Law Dictionary, Revised Fourth Edition, West Publishing Co., St. Paul, Minnesota, 1968.

Materials:

1. Video tape response forms for student use (14.1.2-C) and (14.1.3-B).
2. Video tape segments #8-11 (14.1.2-D) and (14.1.3-C) of excerpts from mock trials on officer presenting testimony in drinking and driving cases.

Equipment:

1. Video tape deck and monitor(s).

Assignment:

1. Read Subject #14 in Student Manual on Case Presentation.

Study Questions:

1. What case preparation should be done before the trial by the arresting officer?
2. What are some of the problems officers have when giving testimony?
3. What are some of the tactics that a defense counsel might use in cross-examining the arresting officer?

Learning Activity

Unit 14.1

Presentation of Testimony in Court

Activity	Instructor Ref. & Aids	Time
Unit Objective:		
To understand the proper method of presenting testimony in court.		
Content Topics:		
14.1.1 Overview of unit. 14.1.2 Presentation of testimonial evidence at trial. 14.1.3 Defense tactics in drinking and driving cases. 14.1.4 Summary of unit.		
14.1.1 Overview of unit.		5
A. Point out topics to be covered in unit.		
B. Describe learning objectives of unit.		
C. Give brief overview of content to be covered in topics.		
1. Presentation of testimonial evidence at trial.		
2. Defense tactics in drinking and driving cases.		
D. Explain procedures for conducting unit.		
1. Class discussion on proper methods for testifying in court.		
2. Video tapes to show excerpts from mock trial depicting good and bad case presentation.		

Activity	Instructor Ref. & Aids	Time
14.1.4-D (cont.)		
3. Student response to situations depicted on video tape.		
a. Obtaining student reaction on response forms.		
b. Obtaining student response in class discussion.		
14.1.2 Presentation of testimonial evidence at trial.		50
* * * *		
Learning Objective:		
. . . When shown a 12-minute video tape of a selected segment of a mock trial, structured to depict pertinent elements of alcohol case prosecution, which exemplify good and bad practices and responses in presenting testimony, the student will be able to discriminate between the good and bad practices and responses made by the testifying officer and list those practices with 80% accuracy according to information presented on video tape.		
* * * *		
A. Discuss pre-trial review of the case and evidence.		
1. Investigation process in courtroom preparation.		
a. Evidence identified and labeled.		
b. Witnesses located and interviewed.		

Activity	Instructor Ref. & Aids	Time
14.1.2-A.1 (cont.)		
c. Specifics of incident.		
(1) Time.		
(2) Place.		
(3) Weather.		
(4) Conditions.		
d. Complete and accurate reports.		
e. Review personal notebook.		
(1) Sufficiently comprehensive notations.		
(2) For use in court.		
(3) Asset rather than liability.		
2. To optimize the chances of conviction.		
a. Suspect's case jacket/file.		
(1) Complete.		
(2) Check out procedures.		
(3) Return of evidence.		
b. Admissible/non-admissible evidence.		
(1) Know which is admissible or non-admissible.		
(2) Reasons for being inadmissible.		

Activity		
	Instructor Ref. & Aids	Time
14.1.2-A.2 (cont.) c. Limits or boundaries of testimony. (1) Questions he should or should not answer. (2) Detail to which answers should be provided. d. Independent review of evidence by arresting officer. (1) Thoroughly familiar with evidence. (2) Do not memorize evidence. 3. Types and classification of evidence. a. Definition: evidence (general). (1) Means by which. (a) Fact. (b) Truth. (2) Submitted to investigation. (a) Established. (b) Disapproved.		

Activity	Instructor Ref. & Aids	Time
14.1.2-A.3 (cont.)		
b. Types -- four kinds of evidence.		
(1) Knowledge.		
(a) Fact or truth.		
(b) Knowledge of court.		
(c) Personal knowledge -- not information or hearsay.		
(2) Testimony.		
(a) Competent witness -- under oath.		
(b) Evidence includes testimony.		
(c) Testimony by affidavits or depositions.		
(3) Physical fact.		
(a) Visible.		
(b) Audible.		
(c) Palpable.		
(4) Written instrument.		
c. Classification -- three kinds.		
(1) Direct.		
(a) Personal knowledge.		

Activity	Instructor Ref. & Aids	Time
14.1.2-A.3.c . (1) (cont.)		
(b) Gained thru one of five senses.		
(c) DWI driving as example.		
(2) Indirect or circumstantial.		
(a) Existence of principal fact.		
(b) Inferred from.		
(c) One or more circumstances.		
(d) Established directly.		
(3) Real.		
(a) Evidence seen or felt.		
(b) Speaks for itself.		
(c) Does not require explanation.		
(d) Open, partially consumed alcohol container, as example.		
d. Direct and indirect further classified.		
(1) Competent.		
(a) Qualified.		
(b) Answering all requirements.		

Activity	Instructor Ref. & Aids	Time
14.1.2-A.3.d(1) (cont.) (c) Sufficient ability or authority. (d) Requisite natural or legal qualifications. (e) Able. (f) Legally fit. (g) Admissible or relevant. (h) Adequate and sufficient. (2) Relevant. (a) Applies to matter in question. (b) Affording something to purpose. (c) Relates or bears upon fact. (d) Tendency to prove fact or untruth. (3) Material. (a) Legitimate and effective influence. (b) Bearing on decision. 4. Essential elements of the state's case. a. Evidence.		

Activity	Instructor Ref. & Aids	Time
14.1.2-A.4.a (cont.)		
(1) Grounds for arrest.		
(a) Manner in which vehicle operated.		
(b) Suspect was operating.		
(c) Suspect was in physical control.		
(2) Proper arrest procedure.		
(3) Suspect's rights.		
(4) Observation and interrogation.		
(5) Chemical test request.		
5. Testimonial requirements.		
a. Arresting officer.		
(1) Performance/condition of operation of vehicle by suspect.		
(a) Setting, time, place, etc.		
(2) Results of observation and interrogation of suspect.		
(a) Behavior and commentary.		
(b) Responses to interrogation.		

Activity	Instructor Ref. & Aids	Time
14.1.2-A.5.a.(2) (cont.) (c) Mannerisms and physical coordination. (d) Above included in Alcoholic Influence Report Form. (3) Procedures employed in arrest of suspect. (4) Procedures employed in submitting to chemical test. b. Recommendations for giving testimony. (1) Be on time, well-groomed, businesslike. (2) Testify to facts and events witnessed only. (3) Don't memorize or use unfamiliar words. (4) Be concise and expressive. (5) Don't be overly anxious or hesitant in answering. (6) Listen to entire question before answering. (7) Correct your mistakes. (8) Don't answer questions until objectives have been decided upon. (9) Beware of "yes" or "no" questions.		

Activity	Instructor Ref. & Aids	Time
14.1.2-A.5.b (cont.) (10) Be alert for badgering or persecuting by the defense counsel. (11) If you don't know answer, say so. (12) Correct misquotes or misstatements by defense counsel. (13) Never appear biased. (14) Address judge as "Your Honor". (15) Avoid nervous or disturbing mannerisms. (16) Keep conferences with prosecutor to minimum. (17) When finished and permission is given, leave and return to seat. (18) Summary: Answer students' question. B. Discuss cross-examination of arresting officer. 1. Essential elements of the defense case. a. Typical excuses for alleged violations. (1) Vehicular performance attributable to: (a) Lighting up smoke.		

Activity	Instructor Ref. & Aids	Time
14.1.2-B.1.a.(1) (cont.)		
(b) Tuning radio.		
(c) Coughing or sneezing.		
(d) Interference from passengers.		
(e) Nausea or pain.		
(f) Obscured vision.		
(g) Defective component(s).		
(h) Objects in road.		
(2) Suspect condition.		
(a) Use of mouthwash/medication.		
(b) Speech impediment.		
(c) Windburn/fatigue.		
(d) Recent injury.		
(e) Medication causing unsteadiness or stupor.		
b. Approaches used by defense counsel.		
(1) Discredit arresting officer.		
(a) Does not have formal/advanced education.		
(b) Anger or destroy officer's composure.		

Activity	Instructor Ref. & Aids	Time
14.1.2-B.1.b.(1) (cont.) (c) Entrap officer by using "yes" or "no" questions. (d) Asking questions which require an answer beyond background and experience. (e) Expert witness to refute testimony. (2) Attack accuracy of breath testing. (3) Attack interrogation or psychomotor procedures. c. Suggested cross-examination. (1) Erratic driving. (a) Condition of traffic at time. (b) Minor traffic violation. (2) Failure to stop immediately. (a) Used red light--how far from defendant. (b) Used horn -- how far from defendant. (c) Window up or down. (d) Radio on or off.		

Activity	Instructor Ref. & Aids	Time
14.1.2-B.1.c.(s) (cont.)		
(e) Defendant really stopped immediately when siren was used.		
(3) Stopping several feet from curb.		
(a) Relationship of patrol vehicle to defendant vehicle.		
(b) Relationship of patrol vehicle to curb.		
(c) Defense shows defendant's intent to obey order to stop.		
(4) Odor of alcohol.		
(a) Doubt as to officer accuracy of observation.		
(b) Does not prove intoxication.		
(c) Officer very suspicious person.		
(5) Suspicion of intoxication.		
(a) Formed opinion based upon odor.		
(6) Use of term "Under the Influence".		
(a) Drunkenness is common phrase.		
(b) Not drunk when under the influence.		

Activity	Instructor Ref. & Aids	Time
14.1.2-B.1.c (cont.) (7) Flushed face. (a) Permanent fixture. (b) Figment of imagination. (8) Bloodshot eyes. (a) Same as flushed face. (b) Few people have perfect eyes. (9) Swaying and leaning against car. (a) May not agree with psychophysical tests. (b) Sarcasm useful. (10) Fumbling through billfold. (a) Heard many times in court. (b) May not have occurred in your case. (c) Defendant nervous about stop. (d) Does not indicate drinking. (11) "Just Two Beers". (a) Defendant may have said something else.		

Activity		
	Instructor Ref. & Aids	Time
14.1.2-B.1.c.(11) (cont.)		
(b) Admission of intoxication.		
(12) Time and other factors.		
(a) Rate of absorption.		
(b) Full or empty stomach.		
(13) Walking the line.		
(a) Accident.		
(b) Physical defect.		
(c) Inner ear defect.		
(d) Type of shoes.		
(e) Demonstration.		
(14) Finger-to-nose test.		
(a) Any handicaps.		
(b) AIR form has "sure" and "uncertain" only.		
(c) Demonstration.		
(15) Balance test.		
(a) Same attack as above.		
(b) Most people sway with eyes closed.		
(16) Pupil reaction to light.		
(a) No training for opinion.		

Activity	Instructor Ref. & Aids	Time
14.1.2-B.1.c.(16) (cont.)		
(b) No timing device.		
(c) All guess work.		
(17) Picking up small change.		
(18) Slurred speech, etc.		
(a) Force overstatement of case.		
(b) Force issue that you finally did understand defendant.		
(19) Summary: Answer students' questions.		
C. Prepare class for practice session for assessing good and bad practices in presenting DWI testimony.	Aid. Student Response Card 14.1.2-C.	
1. Distribute student response forms.		
2. Explain nature and use of response forms.		
3. Explain procedure for conducting practice session.		
4. Preview VTR on presenting testimony.		
D. Show class 12-minute video tape of a selected segment of a mock trial structured to depict pertinent elements of a drinking and driving case prosecution. The excerpt depicts both good and bad practices and responses in presenting testimony.	Aid. VTR Segment #8 (14.1.2-D).	

Activity	Instructor Ref. & Aids	Time
14.1.2-D (cont.)		
1. Permit students to observe VTR presentation.		
2. Have students note the good and bad case presentation practices on response form.		
3. Discuss VTR content with students.		
4. Collect response cards for student evaluation.		
14.1.3 Defense tactics in drinking and driving cases.		110
* * * *		
Learning Objective:		
. . . When shown three difference 12-minute video tapes of selected segments of a mock trial structured to depict tactics employed by defense attorneys on cross examinations the student will be able to discriminate between proper and poor responses made by the testifying officer and list those responses with 80% accuracy according to information presented on tape.		
* * * *		
A. Review defense tactics used in drinking and driving offenses.		
'Note: Examples of various defense tactics are discussed in detail in Student Manual. Review these with students.'		
B. Prepare class for practice session for identifying and recording defense tactics used by attorneys in cross examination.	Aid. Student Response Card 14.1.3-B.	

Activity	Instructor Ref. & Aids	Time
14.1.3-B (cont.)		
1. Distribute student response forms.		
2. Explain nature and use of response forms.		
3. Explain procedure for conducting practice session.		
4. Preview content to be covered on VTR segments.		
C. Show class VTR segments of mock trial on defense tactics used in cross-examination.	Aid. VTR Segments #9-11 (14.1.3-C).	
1. Use three VTR segments of mock trial on defense tactics.		
2. Show one segment at a time and have students identify and record tactics.		
3. Discuss content of VTR segment and student responses to presentation.		
4. Collect response cards for student evaluation.		
14.1.4 Summary of unit.		5
A. Review briefly the methods for presenting testimony in court.		
1. Presentation of testimonial evidence at trial.		
2. Defense tactics in drinking and driving cases.		
B. Answer students' questions on content of unit.		

Subject #15

COURSE REVIEW

1:00 Hour

Subject Objective:

To review the concepts, principles, laws, procedures, facts and skills learned during the course in preparation for the final written examination.

Subject Unit:

15.1 Course review.

Lesson Plan

Unit 15.1

Course Review

Unit Objective:

To review content covered in course in preparation for final written examination.

Terminal Objective:

15.1.2 . . . be able to place all the information learned in the course into context and relate the content to student's alcohol enforcement task.

Reference:

1. References to be used are cited in lesson plan of each unit.

Materials:

1. Student Manual.
2. Relevant transparencies needed for review.

Equipment:

1. Overhead projector.

Assignment:

1. Review contents of Student Manual.

Study Questions:

1. What major concepts were presented in the course?
2. What principles were set forth in course?
3. What were the procedures and tactics discussed in the course?
4. What new skills have you learned during the course?
5. What laws and regulations pertain to alcohol enforcement?

Learning Activity

Unit 15.1

Course Review

Activity	Instructor Ref. & Aids	Time
Unit Objective: To review content covered in course in preparation for final written examination.		
Content Topics: 15.1.1 Overview of unit. 15.1.2 Review of course. 15.1.3 Summary of unit.		
15.1.1 Overview of unit.		5
A. Point out topic to be covered in unit.		
B. Describe learning objective of unit.		
C. Describe procedure for conducting review sessions.		
15.1.2 Review of course.		50
* * * *		
Learning Objective: . . . When given the opportunity to review and discuss the concepts, principles, laws, procedures, facts and skills learned during the course, the student will be able to place all the information into context to his alcohol enforcement tasks.		
* * * *		

Activity		
	Instructor Ref. & Aids	Time
15.1.2 (cont.)		
A. Review the various subjects covered during the course.		
1. Topics to be covered in this unit are selected from the entire course which students in the class have either demonstrated a need for additional discussion or have specifically asked to be covered in the review.		
2. Each student should be able to systematically organize the learned information from the past week in such a manner that he can directly relate this information to his alcohol enforcement responsibilities. In such cases where he is not able to do so, this should be covered in group discussion.		
3. Topics should be selected for the course review depending on the need of student-officers in the class.		
a. It would not be practical to review course content in which the officers have demonstrated an acceptable level of proficiency. They would have demonstrated this proficiency through class discussions or on the quizzes that had been used during class.		

Activity		
	Instructor Ref. & Aids	Time
15.1.2-A.3 (cont.)		
b. It would be highly desirable to review those content areas the officers have shown difficulty in understanding. If through class discussion, they were very vague on particular subjects or if they did poorly on the quizzes of a subject, these subjects should receive priority during the review session.		
4. The review session could consist of questions from the officers. Since they realize there will be a post-test the following hour, each officer may be motivated to ask questions concerning specific content of which he is uncertain. In some cases, the instructor may also desire to ask questions of the officers to be sure they understand the course content.		
5. The final review might consist of reviewing the highlights of each subject area to refresh the student's memory of the course prior to examination.		
15.1.3 Summary of unit.		5
A. Summarize the course review.		
B. Answer students' questions on unit.		

Subject #16

STUDENT AND COURSE EVALUATION

3:00 Hours

Student Objectives:

- To complete a written examination prior to taking the course and upon completion of course to permit measurement of student achievement during the course.
- To evaluate the quantity, quality and importance of course content.
- To evaluate the teaching method, manner of material presentation (instruction) and the instructional materials utilized in conducting the course.

Subject Units:

16.1 Student evaluation.

16.2 Course evaluation.

Lesson Plan

Unit 16.1

Student Evaluation

Unit Objective:

To measure the achievement of the students during the course.

Terminal Objective:

16.1.2 . . . be able to demonstrate an understanding of the entire content of the course.

Reference:

1. References to be used are cited in lesson plans of each unit.

Material:

1. Post-test written examination.

Equipment:

None.

Assignment:

1. Review content of manual and class notes in preparation for final examination.

Study Questions:

None.

Learning Activity

Unit 16.1

Student Evaluation

Activity		
	Instructor Ref. & Aids	Time
Unit Objective: To measure achievement of the students during the course.		
Content Topics: 16.1.1 Overview of unit. 16.1.2 Student evaluation. 16.1.3 Summary of unit and course.		
16.1.1 Overview of unit.		5
A. Point out activity to be covered in this unit.		
B. Describe learning objective of unit.		
C. Describe the procedure for conducting the student evaluation.		
16.1.2 Student evaluation.		90
* * * *		
Learning Objective: . . . When asked a series of questions over the entire content of the course, the student will be able to answer correctly 70% of the responses according to information obtained from his manual, in class and in laboratory sessions.		
* * * *		

Activity		
	Instructor Ref. & Aids	Time
16.1.2 (cont.)		
A. Distribute final written examination.	Aid. Final post-test examinations.	
B. Permit students to complete examination.		
C. Collect examination papers.		
16.1.3 Summary of unit.		25
A. Review and discuss post-test examinations.		
B. Answer students' questions pertaining to unit.		

Lesson Plan

Unit 16.2

Course Evaluation

Unit Objective:

To determine the quality, quantity and importance of subject material presented in course and evaluate the quality of instruction.

Terminal Objective:

16.2.2 . . . be able to complete the course with a feeling of involvement and participation.

Reference:

None.

Material:

1. Course evaluation forms.

Equipment:

None.

Assignment:

None.

Study Questions:

None.

Learning Activity

Unit 16.2

Course Evaluation

Activity	Instructor Ref. & Aids	Time
Unit Objective:		
To determine the quality, quantity and importance of subject material presented in course and evaluate quality of instruction.		
Content Topics:		
16.2.1 Overview of unit. 16.2.2 Course evaluation. 16.2.3 Summary of unit.		
16.2.1 Overview of unit.		5
A. Point out the activity to be covered in this unit.		
B. Describe learning objective of unit.		
C. Describe procedure for conducting course evaluation.		
16.2.2 Course evaluation.		35
* * * *		
Learning Objective:		
. . . When given an opportunity to evaluate the course he has completed, the student will be able to better understand the nature and scope of the course and leave the classroom with a feeling of involvement and participation.		
* * * *		

Activity	Instructor Ref. & Aids	Time
16.2.2 (cont.)		
A. Distribute course evaluation forms and have students critique.	Aid. Course evaluation forms.	
1. Quality, quantity and importance of subject matter.		
2. Teaching methods, instruction and visual materials.		
B. Collect forms and briefly discuss critiques.		
16.2.3 Summary of unit and course.		5
A. Review briefly the course evaluation.		
B. Answer students' questions pertaining to unit.		
C. Make closing statements for course.		
D. Dismiss students -- class adjourned.		

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APPENDIX A

LIST OF INSTRUCTIONAL MEDIA

LIST OF INSTRUCTIONAL MEDIA

Detection Clue Filmed Situations

Unit	Title	Situation #	Topic
4.2	Identification (Phase I) Detection Clues that Indicate DWI	1-10	4.2.3A
4.4	Relationship of Detection Clues to Environment (STRESS)	11-21	4.4.3C
5.1	Apprehension (Phase II) Detection Clues that Indicate DWI	22-24	5.1.3A
5.1	Identification (Phase I) and Apprehension (Phase II) Clue Combinations	25-29	5.1.4B
6.1	Field Investigation (Phase III) Detection Clues	30-32	6.1.3A
6.2	Accumulated Detection Clues for Identification (Phase I), Apprehension (Phase II) and Field Investigation (Phase III)	33-48	6.2.3D
10.4	Accumulated Detection Clues, Psychophysical Testing and Enforcement Decisions	49-54	10.4.3A

Video Taped Segments

Unit	Title	Segment #	Topic
2.1	Physiological Process of Alcohol Absorption, Metabolism and Elimination	1	2.1.2A
8.2	Symptoms of Dangerous Medical Problems of Intoxicated	2	8.2.3A
8.2	Pathological Conditions that have Symptoms in Common with those of Alcohol Influence	3	8.2.4A
10.3	Psychophysical Testing Detection Clues	4-7	10.3.4A
14.1	Presenting Testimonial Evidence at Trial	8	14.1.2C
14.1	Defense Tactics in Court Testimony	9-11	14.1.3B

APPENDIX B

LIST OF TRANSPARENCIES

LIST OF TRANSPARENCIES

Unit	Title	Topic	Number of Transparencies
1.1	Course Objectives	1.1.1-A.	(6)
1.1	Course Schedule	1.1.2-B.2	(1)
1.1	Student Classroom Learning Activities	1.1.2-E.1	(2)
1.1	Student Laboratory Learning Activities	1.1.2-E.2	(1)
1.1	Social Learning Activities	1.1.2-E.3	(1)
1.1	Five Evaluation Methods	1.1.3	(1)
2.2	Classification of Drinking Drivers	2.2.2-A.3	(3)
2.2	National Statistics on Alcohol and Highway Safety	2.2.3-A.2.b	(1)
2.2	Driver's Odds of Involvement in Accident	2.2.3-A.2.f	(1)
2.2	Distribution of Fatal Drivers by BAC (see also 2.2.3-C.1.i)	2.2.3-C.1.e	(1)
2.2	Distribution of Fatal Drivers by Hour of Accident (see also 2.2.3-C.1.e)	2.2.3-C.1.i	(1)
2.2	Comparison of Moving Violations of Fatal Drivers and Sample of Driving Population	2.2.3-c.1.k	(1)
2.2	Number and Percent of Drivers in Accidents at Specified Alcohol Levels Compared with Control Group	2.2.3-C.2.e	(1)
2.2	BACs of Fatal Drivers and Probability of Accident	2.2.3-C.2.i	(1)
2.2	BAC ≥ .10 and Fatal Accidents	2.2.3-C.3.a	(1)
2.2	BAC Differences Between Responsible and Non-Responsible Drivers	2.2.3-C.4.b	(1)

LIST OF TRANSPARENCIES (continued)

Unit	Title	Topic	Number of Transparencies
2.2	Fatal Accidents in California--1962-68	2.2.3-C.4.c	(1)
2.2	Fatal and Injury Accident Rates--1968	2.2.3-C.5.c	(1)
2.2	Probability of Involvement with DWI in Certain Point of Time	2.2.3-C.5.d	(1)
3.1	Alcohol Consumption	3.1.3-A.2.a	(1)
3.1	Alcohol Consumption and Driving	3.1.3-A.3.a	(1)
3.1	Comparing BAC to Drinks Required	3.1.3-A.5.a	(1)
3.1	Distribution of Drivers by BAC (see also 3.1.4-A.1.a)	3.1.3-B.2.g	(1)
3.1	Distribution of Drivers by BAC and Age Groups (see also 3.1.3-C.2.g)	3.1.4-A.1.a	(1)
3.1	BAC Distribution by Age of Driver Subgroups	3.1.4-A.1.b	(1)
3.1	Percent of Drivers on Road With Various BACs	3.1.5-A.2	(1)
3.1	Violation Estimates	3.1.5-B.1.a&b	(3)
3.1	Deterrence Factor in Alcohol Enforcement Patrol	3.1.6-A.1	(1)
3.2	Locations of Drinking	3.2.3-A.1	(1)
3.2	Locations of Drinking Drivers	3.2.3-B.2.c	(1)
3.2	Number of Persons with BACs at Specific Points of Time	3.2.4-A.2.d	(1)
3.2	Percent of Drinking Drivers by Time of Night	3.2.4-A.2.e	(1)

LIST OF TRANSPARENCIES (continued)

Unit	Title	Topic	Number of Transparencies
4.1	Four Types of Detection Methods	4.1.4-A (#1)	(1)
4.1	DWI Enforcement Assumption	4.1.4-A (#2)	(1)
4.1	Surveillance Method in DWI Enforcement	4.1.4-A.1	(1)
4.1	Stopping Drivers for Non-Moving Violations	4.1.4-A.2	(1)
4.1	Contacting Drivers Involved in Accidents	4.1.4-A.3	(1)
4.1	Stopping Drivers for Roadside Checks	4.1.4-A.4	(1)
4.1	Four Detection Phases	4.1.5-B., 4.1.5-B.1, 4.1.5-B.2, 4.1.5-B.3, 4.1.5-B.4, 4.1.5-C.	(6)
4.1	Types of Clues by Detection Phase	4.1.5-D.	(1)
4.4	Detection Clues Related to Environment	4.4.3-A.	(1)
6.2	Decision Matrix on Accumulated Detection Clues	6.2.3-C.1	(1)
7.1	Detection Clue Decision Flow Chart	7.2.3-A.3	(1)
8.1	Enforcement Alternatives	8.1.1-A.	(1)
8.3	When to Advise of Miranda Rights	8.3.3-A.3.b	(1)
8.3	Miranda Rights	8.3.3-A.4	(1)
	TOTAL		61

APPENDIX C

LIST OF EVALUATION AIDS

Student Laboratory Response Forms

Unit	Title	Situation #	Topic
4.2	Types of Identification (Phase I) Detection Clues that Indicate DWI	1-10	4.2.3A
4.4	Relationship of Identification Detection Clues to Environment (STRESS)	11-21	4.4.3C
5.1	Types of Apprehension (Phase II -- Reinforcement) Clues that Indicate Drinking Driving	22-24	5.1.3A
5.1	Phase I and II Clue Combinations	25-29	5.1.4B
6.2	Determining Enforcement Action From Accumulated Detection Clues	33-48	6.2.3D
10.4	Psychophysical Testing and Enforcement Decisions	49-54	10.4.3A
12.1	Controlled Drinking Exercise		12.1.2B
14.1	Presenting Testimonial Evidence at Trial	Segment #1	14.1.2C
14.1	Defense Tactics in Court Testimony	Segments 2-4	14.1.3B

Student Examinations

Unit	Title	Topic
1.2	Pre-Test Examination	1.2.1B
16.2	Post-Test Examination	16.1.2A

Course Evaluation Form

Unit	Title	Topic
16.1	Course Evaluation	16.2.2A

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